

***Santa Ana Unified School District
Board of Education***

Board Meeting Agenda

**Tuesday, September 09, 2014
6:00 p.m.**

**Board Room
1601 E. Chestnut Avenue
Santa Ana**



**José Alfredo Hernández, J.D.
Vice President**

**Audrey Yamagata-Noji, Ph.D.
President**

**Rick Miller, Ph.D.
Secretary /
Superintendent**

**John Palacio
Member**

**Rob Richardson
Clerk**

**Cecilia "Ceci" Iglesias
Member**

If special assistance is needed to participate in the Board meeting, please contact Board Recording Secretary, at (714) 558-5515. 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

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

BOARD OF EDUCATION MEETING INFORMATION

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>

BOARD OF EDUCATION
REGULAR MEETING

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 EAST CHESTNUT AVENUE
SANTA ANA, CA 92701

TUESDAY
SEPTEMBER 09, 2014
6:00 PM

AGENDA

CALL TO ORDER

5:00 P.M. RECESS TO CLOSED SESSION

- See Closed Session Agenda below for matters to be considered at this time.

- A. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 35146 and 48918:

STUDENT EXPULSIONS AND DISCIPLINE ISSUES

- B. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54956.9 (a) (b) (1) and (c):

CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION: Case No. 12CV2543-7; SUSD-007154

- C. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957:

PUBLIC EMPLOYMENT – School Operations Administrator - High School; Principal Elementary School; Assistant Principal High School; Assistant Principal Intermediate School

PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent

- D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54947.6:

CONFERENCE WITH LABOR NEGOTIATOR:

SAEA, CSEA, CWA, SASPOA
Bargaining Units
Mr. Mark A. McKinney,
District Negotiator

The Board may exercise discretion to adjourn to Closed Session at any time during this meeting to instruct its representatives regarding negotiations with represented and unrepresented employees.

RECONVENE REGULAR MEETING AND REPORT ACTION TAKEN IN CLOSED SESSION
THAT IS REQUIRED TO BE REPORTED OUT AT THIS MEETING.

RECONVENE REGULAR MEETING

6:00 P.M. MEETING

PLEDGE OF ALLEGIANCE

SUPERINTENDENT'S REPORT

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.

1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Minutes of Regular Board Meeting - August 26, 2014
- 1.2 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
- 1.3 Approval of Expulsion of Students 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
- 1.4 Approval of Participation in Student Field Placement with Nova Southeastern University, Inc., for 2014-15 School Year
- 1.5 Adoption of Resolution No. 14/15-3031 – Approval of Amendment 1 to Revise Authorized Signatories for Santa Ana Unified School District Cooperative Program Agreement with State of California Department of Rehabilitation for 2013-16 School Years
- 1.6 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of July 23, 2014 through August 26, 2014
- 1.7 Ratification of Expenditure Summary and Warrant Listing for Period of July 23, 2014 through August 26, 2014
- 1.8 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of July 23, 2014 through August 26, 2014
- 1.9 Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File Numbers: 14-17493 RV and 12-02846 JW

- 1.10 Approval of Resolution No. 14/15-3029 - General Liability Coverage for Volunteer Medical Team Doctors for District High School Events
- 1.11 Acceptance of Actuarial Study of Workers' Compensation Program as of June 30, 2014
- 1.12 Adoption of Resolution No. 14/15-3023 – Authorization of District Appropriations Limits for Fiscal Years 2013-14 and 2014-15
- 1.13 Authorization to Utilize California Multiple Award Schedule Agreement with KYA Services, Inc., for Purchase of Carpeting and Carpeting Installation Supplies
- 1.14 Acknowledgement of Receipt of 21st Century Global Academy Charter Petition
- 1.15 Authorization to Extend Contract for Purchase and Installation of Audio Visual Systems at Various E-Rate Qualified Sites at 88% with Federal Communications Commission E-Rate Funding, with Digital Networks Group, Inc., for E-Rate Year 14
- 1.16 Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 88% with Federal Communications Commission E-Rate Funding, with NexusIS for E-Rate Year 14
- 1.17 Authorization to Extend Contract for Purchase and Installation of Audio Visual Systems at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with Digital Networks Group, Inc., for E-Rate Year 14
- 1.18 Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with NexusIS for E-Rate Year 14
- 1.19 Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with AT&T for E-Rate Year 15
- 1.20 Approval of Revised Job Description: Chief of School Police Services
- 1.21 Adoption of Resolution No. 14/15-3030 - Certification of Board Members' Absences from Board Meeting
- 1.22 Authorizing Santa Ana Unified School District Representation at California School Boards Association Annual Education Conference

- 1.23 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves
- 1.24 Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests

Items removed from Consent Calendar for discussion and separate action:

ANNOUNCEMENT

- The Board will recognize particular personnel and gifts.

PRESENTATIONS

- Unaudited Actuals and Budget Update
- Facilities Summer 2014 Projects Update

REGULAR AGENDA - ACTION ITEMS

- 2.0 Approval of District's Unaudited Actuals for 2013-14 School Year
- 3.0 Approval of Agreement with Discover Cube of Orange County for 2014-15 School Year
- 4.0 Approval of Agreement with Toyama Karate-Do for 2014-15 School Year
- 5.0 Approve or Deny Material Revision of NOVA Academy Charter Petition and if Approved Adopt Resolution No. 14/15-3024 Implementing that Action
- 6.0 Authorization to Award a Contract for Purchase of Frozen, Refrigerated, Processed Commodity and Dry Food Products, and Services to A&R Food Distributors
- 7.0 Authorization to Amend Lease Agreement Between Santa Ana Unified School District and Los Angeles SMSA Limited Partnership, dba Verizon Wireless, for an Existing Wireless Telecommunications Facility on the Saddleback High School Campus

BOARD REPORTS

- Board Reports/Activities

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, September 23, 2014, at 6:00 p.m.

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

MINUTES

REGULAR MEETING
SANTA ANA BOARD OF EDUCATION

August 26, 2014

CALL TO ORDER

The meeting was called to order at 6:06 p.m. by Board President Yamagata-Noji. Other members in attendance were Mr. Hernández and Mr. Palacio. Mr. Richardson and Ms. Iglesias were absent.

Cabinet members present were Dr. Miller, Dr. Phillips, Dr. Haglund, Mr. McKinney, Ms. Lohnes, and Mr. Dixon, Ms. Miller and Dr. Rodriguez.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Bianca Escalante, 5th grade student at Pio Pico Elementary.

RECOGNITION / ACKNOWLEDGMENT

Assistance League of Santa Ana - Operation School Bell

Dr. Yamagata-Noji referred to Superintendent Miller. Dr. Miller introduced Lisa Solomon, Principal at Lowell Elementary School. She provided a detailed description of all the items provided to over 2,000 SAUSD K-8 students. Items include, new school uniforms, shoes, backpacks, books and grooming kits. Ms. Solomon introduced Linda Blevins, President and Santa Duran, Strategic Planning Chair of the Assistance League of Santa Ana. On behalf of the Board, Dr. Yamagata-Noji presented the Assistance League with a plaque of appreciation.

Change in Order of Agenda

PRESENTATIONS

Summer Enrichment Program Update

Dr. Yamagata-Noji called Dr. Rodriguez, Assistant Superintendent, Elementary Education. Dr. Rodriguez along with Ms. Susan Mercer, SAEA President and program participants from Pio Pico Elementary and Carr Intermediate schools presented highlights of the Summer Enrichment Program. A Summer Enrichment Exhibit is scheduled on Wednesday, September 10, 2014, 6:00 p.m. at the Villa Fundamental Intermediate School Gymnasium.

OC Gang Reduction and Intervention Partnership (OC GRIP)

Dr. Yamagata-Noji called Ms. Lohnes, Assistant Superintendent, Support Services to the lectern. She provided the Board with a component overview of the OC Grip. Dr. Yamagata-Noji invited Mr. Tony Rackaukas, Orange County District Attorney, to the lectern. He asked Tracy Miller, Assistant District Attorney, to join him. She briefly provided an update on the OC GRIP Community involvement.

Change in Order of Agenda

RECOGNITION / ACKNOWLEDGMENT

Introduction of New Administrative Assignments for 2014-15 School Year

Dr. Yamagata-Noji called Mr. McKinney, Associate Superintendent, Human Resources to the lectern. He provided the Board with a brief description of the 2014-15 administrative appointments: Erica Graves, Principal at Romero-Cruz Elementary; Meg Greene, Principal at Monte Vista Elementary; Kasey Klappenback, Principal at Garfield Elementary; Sara Shorey, Principal at Adams Elementary; Diana Torres, Principal at Heroes Elementary; Chad Greendale, Assistant Principal at Carr Intermediate; Griselda Maldonado, Assistant Principal at Carr Intermediate; Anne Harper, Assistant Principal at Willard Intermediate; Michael Parra, Principal at Century High; Matthew Cruz, Principal at Chavez High; Patrick Cornforth, Principal at Lorin Griset High; David Richey, Principal at Valley High; Kathy Ochoa Mooneyham, Assistant Principal at Godinez Fundamental; Dr. Nadia Hillman, Executive Director of Elementary Curriculum and Instruction; Dr. Tran Keys, Executive Director of Research and Evaluation; Lucinda Pueblos, Executive Director of School Renewal; Dr. Maria Lopez-Guerra "Susie", Director of Community Relations; Don Isbell, Director of Regional Occupational Program/Vocational Education Program; and Gloria Olamendi, Coordinator of Special Education.

SUPERINTENDENT'S REPORT

Dr. Miller opened his report by mentioning the Leadership Symposium held for the District management team and the scheduled Principal Summits. Superintendent Miller provided the Board with a memorabilia from the SAUSD Sports Complex Groundbreaking. He also provided an update on a three-year grant opportunity with AT&T. Dr. Miller concluded his remarks by announcing that that California School Boards Association (CSBA) will be visiting High School Inc. at Valley High School for the consideration of a Golden Bell.

PUBLIC PRESENTATIONS

Dr. Yamagata-Noji asked those wishing to address the Board on matters related to agenda items to step to the lectern. There were no individuals wishing to address the Board.

1.0 APPROVAL OF CONSENT CALENDAR

It was moved by Mr. Hernández, seconded by Mr. Palacio, and carried 3-0, Mr. Richardson and Ms. Iglesias not in attendance, to approve the Consent Calendar as follows:

- 1.1 Approval of Minutes of Regular Board Meeting - July 22, 2014 and Minutes of Annual Board Retreat - July 25, 2014
- 1.2 Orange County Department of Education Fourth Quarterly Report on Williams Settlement Legislation for Teacher Assignment Monitoring for Fiscal Year 2013-14
- 1.3 Authorization to Obtain Bids for Personal Computers, Laptops, and Computer Peripherals Districtwide
- 1.4 Approval of Agreement with Transforming Education, A Program of The National Center on Time and Learning for Confidential Data Exchange for 2014-16 School Years
- 1.5 Ratification of Adoption of Resolution No. 14/15-3020 - Authorization of Prekindergarten and Family Literacy Program Support Contract for 2014-15 Program Year
- 1.6 Approval of Payment and Reimbursement of Costs Incurred for Related Services for Students with Disabilities for 2014-15 School Year
- 1.7 Approval of Agreement with Kern County Superintendent of Schools to Evaluate AmeriCorps Program for 2014-15 School Year
- 1.8 Approval of Memorandum of Understanding with Phoenix House Behavioral Health Intervention & Support Services
- 1.9 Ratification of Agreement with Orange County Superintendent of Schools, Region 9 Local Educational Consortium for Administration of Medi-Cal Administrative Activities
- 1.10 Ratification of Purchase Order Summary and Listing of Orders \$25,000 and Over for Period of June 25, 2014 through July 22, 2014
- 1.11 Ratification of Expenditure Summary and Warrant Listing for Period of June 25, 2014 through July 22, 2014
- 1.12 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of June 25, 2014 through July 22, 2014
- 1.13 Approval of School Meal Support to Santa Ana Nonpublic Schools Through National School Lunch Program for 2014-15 School Year
- 1.14 Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District - File Number: 14-16943 RV

- 1.15 Approval of Technical Submission of General Waiver on Behalf of Orange County Educational Arts Academy Charter School Transitional Kindergarten Program to State Board of Education
- 1.16 Authorization to Utilize Western States Contracting Alliance Master Price Agreement with Lenovo for Purchase of Computer Equipment Supplies Districtwide
- 1.17 Approval of Deductive Change Order No. 1 for Bid Package No. 13 Heating, Ventilation, and Air Conditioning at Wilson Elementary School Under Modernization Program
- 1.18 Authorization to Obtain Request for Qualifications for Engineering and Geotechnical Services
- 1.19 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves
- 1.20 Acceptance of Gifts in Accordance with Board Policy 3290 - Gifts, Grants, and Bequest

ANNOUNCEMENT

Dr. Yamagata-Noji acknowledged District retirees and highlighted gifts received.

PUBLIC HEARING

Conduct a Public Hearing for Material Revision of NOVA Academy Charter Petition

Dr. Yamagata-Noji declared the Public Hearing open. She asked those wishing to address the Board to step to the lectern.

Dr. Donald Verleur, Renee Lancaster, and Michelle Lopez provided a brief presentation to the Board.

After hearing comments, Dr. Yamagata-Noji declared the Public Hearing closed.

PRESENTATION

Nutrition Services Financial Update and Fiscal Crises Management Assistance Team Study Report

Dr. Yamagata-Noji called Dr. Phillips, Deputy Superintendent, Operations, CBO to the lectern. She invited Diane Branham, FCMAT Chief Management Analyst and Judy Stephens, FCMAT Consultants to the lectern. They provided an overview, executive summary findings, and recommendations. Mark Chavez, Director of Nutrition Services, provided the Board with a Power Point Presentation and action plan.

REGULAR AGENDA - ACTION ITEMS

- 2.0 RATIFICATION OF ADOPTION OF RESOLUTION NO. 14/15-3021 - AUTHORIZATION OF CONTRACT FOR CALIFORNIA STATE PRESCHOOL FUNDING FOR 2014-15 PROGRAM YEAR

It was moved by Mr. Palacio, seconded by Dr. Yamagata-Noji, and carried 3-0, to ratify adoption of Resolution No. 14/15-3021 for authorization of contract for California State Preschool funding for the 2014-15 program year.

- 3.0 RATIFICATION OF APPROVAL OF CONTRACT FOR HEAD START FUNDING FOR 2014-15 PROGRAM YEAR

It was moved by Mr. Hernández, seconded by Mr. Palacio, and carried 3-0, to ratify approval of the contract for Head Start funding for the 2014-15 program year.

- 4.0 DENY CHARTER PETITION FOR PROPOSED ACHIEVEMENT PEAKS ACADEMY CHARTER SCHOOL AND ADOPT RESOLUTION NO. 14/15-3022 EFFECTUATING THAT ACTION

It was moved by Dr. Yamagata-Noji, seconded by Mr. Hernández, and carried 3-0, to adopt Resolution No. 14/15-3022 - Denying the Charter School Petition for Achievement Peaks Academy Charter School.

- 5.0 AUTHORIZATION TO AWARD CONTRACT FOR FIVE-YEAR MAINTENANCE SERVICE AGREEMENT FOR COMPUTER CONTROLLED ENERGY MANAGEMENT AND SECURITY SYSTEM

It was moved by Mr. Palacio, seconded by Mr. Hernández, and carried 3-0, to authorize staff to award contract to Western Power System for a five-year maintenance service agreement for computer controlled energy management and security system, pursuant to Bid No. 01-15, in the amount of \$119,772.00 annually; \$598,860.00 for the term of the contract.

- 6.0 AUTHORIZATION TO AWARD CONTRACTS FOR PURCHASE OF PAPER/PLASTIC/FOOD WRAPPING AND NON-FOOD SUPPLIES FOR NUTRITION SERVICES DEPARTMENT

It was moved by Mr. Palacio, seconded by Mr. Hernández, and carried 3-0, to authorize staff to award contracts for the purchase of paper/plastic/food wrapping, and non-food supplies for the Nutrition Services Department renewable annually for a period of up to three years, pursuant to Bid No. 04-14.

- 7.0 AUTHORIZATION TO AWARD CONTRACTS FOR PURCHASE OF OFFICE SUPPLIES, SCHOOL PAPER AND INSTRUCTIONAL SUPPLIES FOR WAREHOUSE STOCK

It was moved by Mr. Hernández, seconded by Mr. Palacio, and carried 3-0, to authorize staff to award contracts to Southwest School & Office Supply, Quill, Certified Art Supply/Duncan-Vail, Hamlet Paper Company and School Specialty for the purchase of office supplies, school paper and instructional supplies for Warehouse stock renewable annually for a period of up to three-years, pursuant to bid No. 05-14.

8.0 APPROVAL OF NEW JOB DESCRIPTION, DIRECTOR OF EDUCATIONAL OPTIONS

It was moved by Mr. Palacio, seconded by Mr. Hernández, and carried 3-0, to approve the new job description of Director of Educational Options.

9.0 ADOPTION OF RESOLUTION NO. 14/15-3028 - PROCLAIMING SEPTEMBER 15 THROUGH OCTOBER 15, 2014 AS NATIONAL HISPANIC HERITAGE MONTH

It was moved by Mr. Palacio, seconded by Mr. Hernández, and carried 3-0, to adopt Resolution No. 14/15-3028 proclaiming September 15 through October 15, 2014 as Santa Ana Unified School District's National Hispanic Heritage Month.

BOARD AND STAFF REPORTS/ACTIVITIES

Mr. Palacio

- Thanked staff for coordinating the SAUSD Sports Complex Groundbreaking; great opportunity.

Mr. Hernández

- Thanked staff for Sports Complex; opportunity to donate to the District, and engage different individuals for Hall of Fame.
- Excited about the new school year.

Dr. Yamagata-Noji

- Thanked Mr. Hernández for pushing the Sports Complex; great reception.
- Thanked all for their hard work to start the new school year.

RECESS TO CLOSED SESSION

The Regular Board meeting was immediately recessed at 9:08 p.m. to consider legal issues and personnel matters.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 9:37 p.m.

REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 3-0, the Board took action to approve Workers' Compensation Stipulated Award and Compromise & Release for former classified employee, as named in Closed Session - Claim No. SUSD-003915, in the amounts of \$89,595.00 and \$19,000.00.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded Yamagata-Noji _____ Hernández X Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Silvia Martinez to the position of Assistant Principal, Heninger Elementary School.

Moved: Yamagata-Noji X Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Seconded: Yamagata-Noji _____ Hernández X Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes _____ Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Jeanette Serrano-Andrews to the position of Assistant Principal, McFadden Intermediate School.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded: Yamagata-Noji X Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Jimmy Lima to the position of Assistant Principal, Sierra Preparatory Academy.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded: Yamagata-Noji X Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Katherine Mitchell-Berger to the position of Assistant Principal, Sierra Preparatory Academy.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded: Yamagata-Noji _____ Hernández X Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Amy Golden to the position of Assistant Principal, Century High School.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded: Yamagata-Noji _____ Hernández X Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Alfredo Torres to the position of Assistant Principal, Valley High School.

Moved: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Seconded: Yamagata-Noji _____ Hernández X Richardson _____ Palacio _____ Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Laura Barnett to the position of Early Learning Specialist.

Moved: Yamagata-Noji X Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Seconded: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio X Iglesias _____
Ayes: Yamagata-Noji X Hernández X Richardson _____ Palacio X Iglesias _____
Noes: Yamagata-Noji _____ Hernández _____ Richardson _____ Palacio _____ Iglesias _____
Final Vote: Ayes 3 Noes 0 Abstain _____ Absent 2

By a vote of 3-0, the Board took action to appoint Dr. Marjorie Cochran to the position of Grant Writer.

Moved: Yamagata-Noji X Hernández Richardson Palacio Iglesias
Seconded: Yamagata-Noji Hernández Richardson Palacio X Iglesias
Ayes: Yamagata-Noji X Hernández X Richardson Palacio X Iglesias
Noes: Yamagata-Noji Hernández Richardson Palacio Iglesias
Final Vote: Ayes 3 Noes 0 Abstain Absent 2

By a vote of 3-0, the Board took action to appoint Paul Arroyos to the position of Manager of Grounds Maintenance.

Moved: Yamagata-Noji Hernández Richardson Palacio X Iglesias
Seconded: Yamagata-Noji Hernández X Richardson Palacio Iglesias
Ayes: Yamagata-Noji X Hernández X Richardson Palacio X Iglesias
Noes: Yamagata-Noji Hernández Richardson Palacio Iglesias
Final Vote: Ayes 3 Noes 0 Abstain Absent 2

By a vote of 3-0, the Board took action to appoint John Schreck to the position of Manager of Logistics.

Moved: Yamagata-Noji Hernández Richardson Palacio X Iglesias
Seconded: Yamagata-Noji Hernández X Richardson Palacio Iglesias
Ayes: Yamagata-Noji X Hernández X Richardson Palacio X Iglesias
Noes: Yamagata-Noji Hernández Richardson Palacio Iglesias
Final Vote: Ayes 3 Noes 0 Abstain Absent 2

By a vote of 3-0, the Board took action to appoint Shelly Humphrey to the position of Manager of Transportation.

Moved: Yamagata-Noji Hernández Richardson Palacio X Iglesias
Seconded: Yamagata-Noji Hernández X Richardson Palacio Iglesias
Ayes: Yamagata-Noji X Hernández X Richardson Palacio X Iglesias
Noes: Yamagata-Noji Hernández Richardson Palacio Iglesias
Final Vote: Ayes 3 Noes 0 Abstain Absent 2

By a vote of 3-0, the Board took action to appoint June Magarro to the position Coordinator of Special Projects (ROP).

Moved: Yamagata-Noji X Hernández Richardson Palacio Iglesias
Seconded: Yamagata-Noji Hernández Richardson Palacio X Iglesias
Ayes: Yamagata-Noji X Hernández X Richardson Palacio X Iglesias
Noes: Yamagata-Noji Hernández Richardson Palacio Iglesias
Final Vote: Ayes 3 Noes 0 Abstain Absent 2

ADJOURNMENT

There being no further business to come before the Board, Dr. Yamagata-Noji adjourned the meeting at 9:39 p.m.

The next Regular Meeting will be held on Tuesday, September 9, 2014, at 6:00 p.m.

ATTEST:

Rick Miller, Ph.D.
Secretary
Santa Ana Board of Education

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RETIREMENTS					
Abend, Sandra	Teacher	Saddleback	June 20, 2014		Retirement - 28 years
Hood-Sanchez, Robert	Counselor	Valley	September 30, 2014		Retirement - 18 years
Thomas, Diane	Teacher	Edison	July 31, 2014		Retirement - 25 years
RESIGNATIONS					
Bookataub, Sullivan J.	Teacher	Godinez	July 30, 2014		Family Responsibilities, accepted another position - 12 years
Delgado, Tara	Counselor	Saddleback	August 11, 2014		Accepted another position - 8 years
Dietsche, Jocelyn	Teacher	Saddleback	August 11, 2014		Moving, family responsibilities - 4 months
Dominguez, Erika	Teacher	Jefferson	July 23, 2014		Moving - 1 year
Elmasri, Joseph	Teacher	Valley	June 20, 2014		Family Responsibilities, accepted another position - 1 year
Henson, Mark	Teacher	Seegerstrom	August 1, 2014		Other - 8 years
Mitchell-Foust, Michelle	Teacher	Lorin Griset	June 20, 2014		Moving - 5 years

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15					
Akana, Michelle	Teacher	Carver	August 27, 2014		New Hire - Probationary I
Aldana, Maria	Teacher	Sepulveda	August 27, 2014		New Hire - Temporary 44909
Andrade, Carolina	Teacher	Monroe	August 27, 2014		New Hire - Temporary 44920
Arredondo, Humbelina	Teacher	Jefferson	August 27, 2014		New Hire - Temporary 44909
Bailey, Kristy	Teacher	Villa	August 27, 2014		New Hire - Temporary 44909
Bales, Patricia	Teacher	Kennedy	August 27, 2014		New Hire - Temporary 44909
Batty, Jessica	Teacher	Santiago	August 27, 2014		New Hire - Probationary I
Bordzilovski, Andrea	Speech and Language Pathologist	Speech Department	August 27, 2014		New Hire - Probationary I
Calore, Sarah	Teacher	Washington	August 27, 2014		New Hire - Probationary I
Cardenas, Lilia	Teacher	Madison	August 27, 2014		New Hire - Probationary I
Carroll, Sahba	Teacher	Taft	August 27, 2014		New Hire - Temporary 44909
Case, Clementina	Teacher	Washington	August 27, 2014		New Hire - Temporary 44909

Mark A. McKinney, Associate Superintendent, Human Resources

**Personnel Calendar
Board Meeting - August 26, 2014**

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Case, Cynthia	Teacher	Valley	August 27, 2014		New Hire - Probationary I
Chapman, Hannah	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Christy, Katherine	Teacher	Godinez	August 27, 2014		New Hire - Temporary 44909
Compton, Laura	Teacher	Willard	August 27, 2014		New Hire - Temporary 44920
Cronmiller, Kelsey	Teacher	Sierra	August 27, 2014		Rehire - Probationary I
Cuadros Pino, Maria	Teacher	McFadden	August 27, 2014		New Hire - Temporary 44909
DeRoche-Duffin, Linda	Teacher	Esqueda	August 27, 2014		New Hire - Temporary 44909
Diaz, Lucero	Teacher	Valley	August 27, 2014		New Hire - Probationary I
Dominguez, Nieves	Teacher	Pio Pico	August 27, 2014		New Hire - Temporary 44909
Dong, Josephine	Teacher	Lowell	August 27, 2014		New Hire - Temporary 44909
Edward, Marina	Teacher	Heroes	August 27, 2014		New Hire - Probationary I
Ekno, Desiree	Teacher	Madison	August 27, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Erhard, Heidi	Teacher	Franklin	August 27, 2014		New Hire - Temporary 44920
Erickson, Jessica	Teacher	Saddleback	August 27, 2014		New Hire - Temporary 44909
Espinosa, Miranda	Teacher	Special Education	August 27, 2014		New Hire - Probationary I
Finney, Ashley	Teacher	Madison	August 27, 2014		New Hire - Temporary 44909
Flater, Michael	NJROTC	Santa Ana	August 27, 2014		Rehire - NJROTC 44912
Flores, Marissa N.	Teacher	Taft	August 27, 2014		New Hire - Temporary 44909
Frazier, Diana	Speech and Language Pathologist	Speech Department	August 27, 2014		New Hire - Probationary I
Freligh, Katie	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Fuentes, Jessica	Teacher	Lorin Grisct	August 27, 2014		New Hire - Temporary 44920
Garcia, Kathi	Teacher	Lowell	August 27, 2014		New Hire - Probationary I
Garriott, Krista	Teacher	McFadden	August 27, 2014		New Hire - Temporary 44920
Gaytan Sarinana, Maria	Teacher	Madison	August 27, 2014		New Hire - Temporary 44920

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Gonzales, Jordan	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909
Gonzalez, Jazmina	Teacher	Lowell	August 27, 2014		New Hire - Probationary I
Gordillo, David	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909
Grajeda, Gloriel	Teacher	Jackson	August 27, 2014		New Hire - Temporary 44909
Griffo, Michelle	Teacher	Diamond	August 27, 2014		New Hire - Probationary I
Guerra, Andrea	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909
Hamblin, Heather	Teacher	Edison	August 27, 2014		New Hire - Probationary I
Hartman-Smith, Genine	Teacher	Segerstrom	August 27, 2014		New Hire - Temporary 44909
Helstrom, Samantha	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909
Hernandez, Laura	Teacher	Lowell	August 27, 2014		New Hire - Temporary 44909
Hernandez, Peter A.	Teacher	Esqueda	August 27, 2014		New Hire - Temporary 44909
Higgins, Daynon	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44909

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Hsia, Terry	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	July 25, 2014		New Hire - Probationary I
Iobst, Christie	Teacher	Monte Vista	August 27, 2014		New Hire - Probationary I
Jackson, Ryan	Teacher	Villa	August 27, 2014		New Hire - Probationary I
Johnson, Kristen	Teacher	Spurgeon	August 27, 2014		New Hire - Probationary I
Jones, Amanda	Teacher	Garfield	August 27, 2014		New Hire - Probationary I
Kanouse, Monique	Teacher	Willard	August 27, 2014		New Hire - Probationary I
Katnik, Lauren	Speech and Language Pathologist	Speech Department	August 27, 2014		New Hire - Probationary I
Keck-Centeno, Julie	Teacher	Monroe	August 27, 2014		Rehire - Probationary I
Klippel, Ashley	Teacher	Heninger	August 27, 2014		New Hire - Probationary I
Koopman, Lynsey	Teacher	Edison	August 27, 2014		Rehire - Intern
Lebsack, Brenda	Teacher	Special Education	August 27, 2014		New Hire - Probationary I
Lecuna, Debra	Teacher	Hoover	August 27, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Leelachat, Dan	Teacher	Jackson	August 27, 2014		New Hire - Temporary 44909
Lemus, Martha	Teacher	Washington	August 27, 2014		New Hire - Probationary I
Liuzzi, Nicole	Teacher	Lathrop	August 27, 2014		New Hire - Probationary I
Lucero, Jason	Teacher	Willard	August 27, 2014		New Hire - Temporary 44909
Lunt, Genevieve	Teacher	Heninger	August 27, 2014		New Hire - Probationary I
Maldonado, Rigo	Teacher	Valley	August 27, 2014		New Hire - Probationary I
Martinez, Daniel J.	Teacher	Lathrop	August 27, 2014		New Hire - Intern
Martinez, Israel	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
McKeeman, Kelly	Teacher	Villa	August 27, 2014		New Hire - Temporary 44909
Monette, Jennifer	Teacher	Santiago	August 27, 2014		New Hire - Temporary 44909
Morelos, Maya	Teacher	Madison	August 27, 2014		New Hire - Temporary 44909
Moreno, Marlene	Teacher	Wilson	August 27, 2014		New Hire - Temporary 44920
Muller, Michael	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Nava, Esther	Teacher	Spurgeon Educational Services Secondary Division	August 27, 2014		New Hire - Probationary I
Navarro, Orlando	Program Specialist		August 11, 2014		Rehire - Probationary I
Nemetz, Marisol	Teacher	Sepulveda	August 27, 2014		New Hire - Temporary 44909
Nguyen, Cathy	Teacher	Sierra	August 27, 2014		New Hire - Probationary I
Nieto Miller, Paula	Teacher	Godinez	August 27, 2014		Rehire - Probationary I
Noller, Roberta	Teacher	Greenville	August 27, 2014		New Hire - Temporary 44909
Oliver, Harry	NJROTC	Santa Ana	August 27, 2014		Rehire - NJROTC 44912
Orozco Robles, Rosie	Teacher	Diamond	August 27, 2014		New Hire - Probationary I
Otto, Jennifer	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44909
Palmer, Monica	Teacher	Washington	August 27, 2014		New Hire - Temporary 44909
Patrick, Mary	Teacher	Martin	August 27, 2014		New Hire - Probationary I
Peleaux, Candy	Teacher	Willard	August 27, 2014		New Hire - Temporary 44920

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Perkins, Melissa	Teacher	Taft	August 27, 2014		New Hire - Probationary I
Price, Bryan	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Reyes, Patricia	Teacher	Jackson	August 27, 2014		New Hire - Temporary 44909
Reyes, Pedro	Teacher	Lorin Grisct	August 27, 2014		New Hire - Temporary 44909
Robinson, Colin	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Rocha Rodriguez, Diego	Teacher	Esqueda	August 27, 2014		New Hire - Temporary 44909
Rodriguez Olanda, Arianna	Teacher	Edison	August 27, 2014		New Hire - Temporary 44909
Rossmann, Glennys	Teacher	Pio Pico	August 27, 2014		New Hire - Probationary I
Sawyer, Erin	Teacher	Carr	August 27, 2014		New Hire - Temporary 44920
Schultz, Kevin	Teacher	Segerstrom	August 27, 2014		New Hire - Probationary I
Sevilla-Cendejas, Alejandrina	Psychologist	Psychological Services	August 25, 2014		New Hire - Probationary I
Seymore, Krysta	Teacher	Washington	August 27, 2014		New Hire - Temporary 44920

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Shin, Catherine	Teacher	Esqueda	August 27, 2014		New Hire - Temporary 44920
Simpson, Joy	Teacher	Santiago	August 27, 2014		New Hire - Temporary 44909
Soberanis Lexin, Maria	Teacher	Spurgeon	August 27, 2014		New Hire - Temporary 44909
Tennelle, Ivori	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	July 28, 2014		New Hire - Probationary I
Turf, Michael	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44920
VanVooren, Melissa	Teacher	Esqueda	August 27, 2014		New Hire - Temporary 44909
Velasco, Beth	Teacher	Willard	August 27, 2014		New Hire - Temporary 44909
Venegas, Cristina	Teacher	Monroe	August 27, 2014		New Hire - Temporary 44920
Wenkart, Patricia	Speech and Language Pathologist	Speech Department	August 27, 2014		New Hire - Probationary I
Young, Jeffrey	Teacher	Century	August 27, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
CHANGE IN STATUS					
Zarate, Rosa	Teacher	Transition Programs	August 18, 2014		From Intern to Probationary II
CHANGE IN CONTRACT LENGTH 2014-15					
Blash, Megan	Teacher	Godinez	August 27, 2014		From 100% to 60% Contract
Cardenas, Jennifer	Teacher	Esqueda	August 27, 2014		From 40% to 100% Contract
Crosby-Cooper, Tricia	Psychologist	Psychological Services	August 25, 2014		From 60% to 80% Contract
Deems, Lindsey	Teacher	Washington	August 27, 2014		From 60% to 100% Contract
Devine, Margaret	Teacher	Villa	August 27, 2014		From 80% to 100% Contract
Guthrie, Bryan	Program Specialist	Special Education	July 1, 2014		From 81% to 80% Contract
Johnston, Colleen	Teacher	Taft	August 27, 2014		From 80% to 100% Contract
Landrian, Olga	Teacher	Valley	August 27, 2014		From 80% to 100% Contract
Madrigal Chavez, Alexandra	Teacher	Esqueda	August 27, 2014		From 60% to 100% Contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
CHANGE IN CONTRACT LENGTH 2014-15 (Continued)					
	Speech and Language Pathologist	Speech Department	August 27, 2014		From 60% to 75% Contract
Malczynski, Jan	Psychologist	Psychological Services	August 25, 2014		From 60% to 40% Contract
Morgan, Jeanette	Teacher	Willard	August 27, 2014		From 50% to 100% Contract
Pratt, Theodore	Teacher	Godinez	August 27, 2014		From 100% to 60% Contract
Priess, Ann	Teacher	Santa Ana	August 27, 2014		From 100% to 60% of everyday contract
Rodriguez-Thomas, Rocio	Teacher	Century	August 27, 2014		From 80% to 100% Contract
Setlich, Laurette	Psychologist	Psychological Services	August 25, 2014		From 80% to 90% Contract
Skelton, Susan					
PARTIAL CONTRACTS 2014-15					
Allen, Christine	Program Specialist	Special Education	July 1, 2014		Continuing 50% contract
Beheshti, Payam	Psychologist	Psychological Services	July 1, 2014		Continuing 90% contract
Corell, Julie	Speech and Language Pathologist	Speech Department	August 27, 2014		Continuing 80% contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
PARTIAL CONTRACTS 2014-15 (Continued)					
Hefner, Anne	Speech and Language Pathologist	Speech Department	August 27, 2014		Continuing 50% contract
Ingersoll, Laura	Speech and Language Pathologist	Speech Department	August 27, 2014		Continuing 60% contract
Lee Giuseffi, Robyn	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	July 1, 2014		Continuing 80% contract
Maeda, Eileen	Teacher	Visual and Performing Arts	August 27, 2014		Continuing 80% contract
Maffetore, Meredith	Program Specialist	Special Education	July 1, 2014		Continuing 50% contract
Orrante, Rebecca	Speech and Language Pathologist	Speech Department	August 27, 2014		Continuing 80% contract
Rezvani, Niloufar	Psychologist	Psychological Services	July 1, 2014		Continuing 75% contract
Ryan, Brittney	Speech and Language Pathologist	Speech Department	August 27, 2014		Continuing 20% contract
Salcedo, Jessica	Teacher	Santa Ana	August 27, 2014		Continuing 80% of everyday contract
Spearman, Suzanne	Psychologist	Psychological Services	August 25, 2014		Continuing 60% contract

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - August 26, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
PARTIAL CONTRACTS 2014-15 (Continued)					
Steele-Hasen, Lisa	Teacher	Chavez	August 27, 2014		Continuing 50% contract
Tucker, Adriana	Teacher	Lorin Grisct	August 27, 2014		Continuing 50% of everyday contract
York, Jennifer	Teacher	Godinez	August 27, 2014		Continuing 40% of everyday contract
SHARED CONTRACTS 2014-15					
Pertschi, Heidi	Teacher	Esqueda	August 27, 2014		50% contract
Pilla, Julia	Teacher	Esqueda	August 27, 2014		50% contract
Loo, Erin	Teacher	Fremont	August 27, 2014		50% contract
Mouat, Amy	Teacher	Fremont	August 27, 2014		50% contract
Motta, Joann	Teacher	Fremont	August 27, 2014		50% contract
Wellikson, Leah	Teacher	Fremont	August 27, 2014		50% contract
Mauga, Nicholl	Teacher	Greenville	August 27, 2014		40% contract
Simon, Tracy	Teacher	Greenville	August 27, 2014		60% contract
Ixmayer, Jana	Teacher	Heninger	August 27, 2014		50% contract
Reyes, Margarita	Teacher	Heninger	August 27, 2014		50% contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

**Personnel Calendar
Board Meeting - August 26, 2014**

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SHARED CONTRACTS 2014-15 (Continued)					
Delgado, Breana	Teacher	Jackson	August 27, 2014		50% contract
Espinosa De Elena, Catherine	Teacher	Jackson	August 27, 2014		50% contract
Cerri, Amy	Teacher	Lincoln	August 27, 2014		50% contract
Ledgerber, Amber	Teacher	Lincoln	August 27, 2014		50% contract
Galindo-Werner, Lisa	Teacher	Mitchell	August 27, 2014		45% contract
Lopez, Amanda	Teacher	Mitchell	August 27, 2014		55% contract
Castellanos, Krista	Teacher	Muir	August 27, 2014		40% contract
Fasheh, Alicia	Teacher	Muir	August 27, 2014		60% contract
Rowen, Stacey	Teacher	Muir	August 27, 2014		50% contract
Sebens, Amber	Teacher	Muir	August 27, 2014		50% contract
Hackett, Jeanne	Teacher	Remington	August 27, 2014		80% contract
Kretzschmar, Jeanne	Teacher	Remington	August 27, 2014		20% contract
Hagmann, Jennifer	Teacher	Remington	August 27, 2014		50% contract
Kenyon, Allison	Teacher	Remington	August 27, 2014		50% contract
Bornhop, Mary	Teacher	Roosevelt	August 27, 2014		50% contract
Raya, Erin	Teacher	Roosevelt	August 27, 2014		50% contract
Dickey, Melissa	Teacher	Roosevelt	August 27, 2014		50% contract
Hall, Jannette	Teacher	Roosevelt	August 27, 2014		50% contract

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
SHARED CONTRACTS 2014-15 (Continued)					
Holder, Estelle	Teacher	Roosevelt	August 27, 2014		40% contract
Sherman, Colleen	Teacher	Roosevelt	August 27, 2014		60% contract
Lemberger, Diane	Teacher	Roosevelt	August 27, 2014		40% contract
Spencer, Meggen	Teacher	Roosevelt	August 27, 2014		60% contract
Aguilar-Ramirez, Guadalupe	Teacher	Segerstrom	August 27, 2014		50% contract
Johnson, Maria	Teacher	Segerstrom	August 27, 2014		50% contract
Ward, Deborah	Teacher	Sierra	August 27, 2014		50% contract
Warwick, Sandra	Teacher	Sierra	August 27, 2014		50% contract
Arvizu, Virginia	Teacher	Taft	August 27, 2014		20% contract
Jones, Christine	Teacher	Taft	August 27, 2014		80% contract
Arvizu, Virginia	Teacher	Taft	August 27, 2014		20% contract
Scheid, Erin	Teacher	Taft	August 27, 2014		80% contract
Larkins Silva, Karen	Teacher	Taft	August 27, 2014		40% contract
Smith, Katrina	Teacher	Taft	August 27, 2014		60% contract
Call, Brenda	Teacher	Walker	August 27, 2014		60% contract
Kinan, Karen	Teacher	Walker	August 27, 2014		40% contract
FAMILY CARE AND MEDICAL LEAVE ABSENCE (3 to 20 duty days) - Paid with Benefits					
Aguila, Dawn	Teacher	Jackson	August 27, 2014	September 15, 2014	Statutory

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - August 26, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
FAMILY CARE AND MEDICAL LEAVE ABSENCE (3 to 20 duty days) - Paid with Benefits (Continued)					
Do, Anh	Teacher	Segerstrom	August 27, 2014	September 18, 2014	Statutory
Huestis, Mindy	Teacher	Child Development	August 27, 2014	September 15, 2014	Statutory
FAMILY CARE AND MEDICAL LEAVE (21 duty days or more) - Paid with Benefits					
Cerne, Elisabeth	Teacher	Carver	August 27, 2014	October 31, 2014	Statutory
LEAVE (21 duty days or more) - Without Pay and Without Benefits (CORRECTION)					
Cohick, Nancy	Teacher	Madison	August 27, 2014	June 19, 2015	Child Care
Yu, Jane	Teacher	Mitchell	August 27, 2014	June 19, 2015	Education
EXTENSION ON LEAVE (21 duty days or more) - Without Pay and Without Benefits (CORRECTION)					
Kavati, Kamala	Teacher	Century	August 27, 2014	June 19, 2015	Personal
EXTRA DUTY 2014-15					
Bernstein, Judith	Retired Speech and Language Pathologist	Speech Department	September 1, 2014	June 30, 2015	
Bond, Nini	Retired Speech and Language Pathologist	Speech Department	September 1, 2014	June 30, 2015	
Gonzalez, Graciela	Teacher	Godinez	September 2, 2014	June 18, 2015	Extra Period

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

CERTIFICATED PERSONNEL CALENDAR

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTRA DUTY 2014-15 (Continued)					
Iqbal, Imrana	Teacher	MacArthur	September 2, 2014	June 18, 2015	Extra Period
Johnson, Constance	Retired Speech and Language Pathologist				
	Speech Department		January 1, 2015	June 30, 2015	
Struelens, Catlin	Retired Speech and Language Pathologist				
	Speech Department		September 1, 2014	June 30, 2015	
Tena, Daniel	Teacher	Godinez	September 2, 2014	June 18, 2015	Extra Period
Williams, Alma	Retired Speech and Language Pathologist				
	Speech Department		September 1, 2014	June 30, 2015	
EXTRA DUTY 2013-14					
Delgado, Tara	Counselor	Saddleback	June 24, 2014	June 26, 2014	Summer Factor Rate
	Teacher	Special Education	December 16, 2013	January 27, 2014	Regular Hourly Rate
Lambert, Christianne	Teacher	Special Education	December 16, 2013	January 24, 2014	Regular Hourly Rate
Quezada, Fabiola	Counselor	Saddleback	June 20, 2014	June 27, 2014	Summer Factor Rate
Villarreal, Nancy	Counselor	Saddleback	June 20, 2014	June 26, 2014	Summer Factor Rate

Mark A. McKinney, Associate Superintendent, Human Resources

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
EXTRA DUTY 2011-12					
Shanks, Saldetor	Teacher	Godinez	2011-12		Extra Period (2nd semester only)
SUMMER SCHOOL TEACHER					
Do, Kim		Century	June 24, 2014	July 30, 2014	
SUMMER SCHOOL PRINCIPALS CHANGE IN DATE					
Church, Jesse		Segerstrom	From June 27, 2014 to June 30, 2014		
Hummel, Thomas		Santa Ana	From June 27, 2014 to June 30, 2014		
Michael, David		Century	From June 27, 2014 to June 30, 2014		
Moreno, Gabriel		Valley	From June 27, 2014 to June 30, 2014		
Scruton, Amy		Godinez	From June 25, 2014 to June 24, 2014	From July 18, 2014 to July 11, 2014	
Tonai, Kevin		Godinez	From June 24, 2014 to June 30, 2014		
Tonai, Kevin		Godinez	From July 1, 2014 to July 14, 2014	July 30, 2014	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - August 26, 2014

[illegible]

Mark A. McKinney, Associate Superintendent, Human Resources

**AGENDA ITEM REQUESTS
CERTIFICATED
2014-15**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
2014-15 After-School Program - Site Coordinators & Designated Substitutes - Certificated	Special Projects	ASES - After School Program	\$218,000	September 2, 2014
2014-15 Athletic Sports Coordinator - Intermediate - Certificated	Special Projects	ASES - After School Program	\$11,200	September 2, 2014
Academic Monitoring Program - Saturday School	Saddleback	General Funds	\$5,000	September 1, 2014
Academic Support/Fall Semester	Saddleback	General Funds	\$5,000	September 1, 2014
After School Grades 6-8 Intramural Sports Program - Certificated	Special Projects	ASES - After School Program	\$12,000	August 27, 2014
After School Tutorial	Fremont	Title I	\$20,000	September 2, 2014
After School Tutoring	Walker	Title I	\$10,000	September 2, 2014
Annual California English Language Development Test (CELDT) Training and Testing - Short Term Assignment	English Learner Programs and Student Achievement			
APEX/CAHSEE Extra Duty	Century	LCAP	\$300,000	August 27, 2014
Central Detention Program	Saddleback	Title I	\$10,000	August 27, 2014
Century Staff Development	Century	General Funds	\$5,000	September 1, 2014
Common Core Unit Curriculum Writing and Training - Social Science	Educational Services K-12	Title I	\$10,000	August 27, 2014
		Title II	\$20,000	August 27, 2014
Detention		Unrestricted - Community Day School		
Detention Monitor	Community Day Century	School	\$6,000	August 27, 2014
Education Academy Planning (TEACH Academy)	Century	General	\$10,000	August 27, 2014
		Education Academy Grant	\$28,000	August 26, 2014

**Board Meeting
August 26, 2014**

**AGENDA ITEM REQUESTS
CERTIFICATED
2014-15**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Education Academy Planning (TEACH Academy)	Century	Education Academy Grant	\$10,000	August 26, 2014
Extra Duty - Additional Hours ESY (Ratification)	Support Services	Special Education	\$1,563	June 30, 2014
Godinez Summer Aquatics Camp (Ratification)	Godinez	Camp Fee	\$1,160	July 1, 2014
Godinez Summer Basketball Camp (Ratification)	Godinez	Basketball Camp Fee	\$1,740	July 1, 2014
Godinez Summer Football Camp (Ratification)	Godinez	Football Camp Fee	\$3,567	July 1, 2014
Godinez Summer League/Camp (Ratification)	Godinez	Basketball Camp Fee	\$1,740	July 1, 2014
Hacia Adelante Tutor - Program Planning	English Learner Programs and Student Achievement	Title I	\$500	August 27, 2014
Hacia Adelante Tutoring	English Learner Programs and Student Achievement	Title I	\$4,600	August 27, 2014
K-5th Intervention	Monroe	Title I	\$10,000	September 15, 2014
PBIS Training	Santa Ana	Title I	\$1,600	August 27, 2014
Pentathlon Coaches (Ratification)	MacArthur	General Funds	\$6,600	July 1, 2014
Program Planning	Lorin Grisot	Unrestricted Discretionary Account - General Fund	\$6,000	August 27, 2014
Program Planning	Community Day	Unrestricted Discretionary Account - General Fund	\$6,000	August 27, 2014

**Board Meeting
August 26, 2014**

**AGENDA ITEM REQUESTS
CERTIFICATED
2014-15**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Program Planning	Chavez	Unrestricted Discretionary Account - General Fund	\$6,000	August 27, 2014
Program Planning - WASC	Lorin Grisct	WASC	\$4,000	August 27, 2014
Saturday School	Segerstrom	Title I	\$5,000	August 27, 2014
Saturday School Program	Godinez	Teacher's Salaries Extra	\$12,000	September 8, 2014
Staff Development Instructor (Ratification)	McFadden	General Funds	\$2,500	August 1, 2014
Strategic School - Wide Planning	Segerstrom	General Funds	\$4,000	August 27, 2014
Transitional Kindergarten (TK) Kindergarten Expansion Professional Development (Ratification)	Educational Services	Title II	\$17,000	August 25, 2014
Tutoring - Low Performing Students	Lathrop	Title I	\$17,000	September 2, 2014
Tutoring 2014-15 (Ratification)	Garfield	Title I	\$2,000	September 2, 2014
Tutoring Academic Recovery	Community Day	Unrestricted - Community Day School	\$15,000	August 27, 2014
Tutoring Intervention	MacArthur	Title I	\$5,000	August 27, 2014
WASC	Segerstrom	WASC	\$19,450	August 27, 2014

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIREMENT						
Mandujano, Irma	Fd. Svc. Wkr.	Lathrop	June 19, 2014			14 years, 3 months
RESIGNATIONS						
Ayon, Artemisa	Fd. Svc. Fld. Spvr.	Nutrition Svcs.	July 31, 2014			Personal - 2 years, 1 month
Baker, Amanda	Activity Supervisor	Saddleback	June 19, 2014			Personal 3 years, 7 months
Cardenas, Lilia	SSP Sp. Ed.	Diamond	August 26, 2014			To teach for SAUSD
Edward, Marina	Preschool Teacher	ECE	August 26, 2014			To teach for SAUSD
Gaufman, Michelle	SSP Sp. Ed.	Spurgeon	July 15, 2014			Personal - 8 months
Gutierrez, Elizabeth	Site Clerk	Heninger	August 22, 2014			Personal - 2 years, 9 months
Lecuna, Debra	Instr. Asst. Computer	Hoover	August 26, 2014			To teach for SAUSD
Medina, Lindsey	Licensed Vocational Nurse	PSS	July 30, 2014			Personal - 1 year, 7 months
Noller, Roberta	Instr. Asst. Computer	Greenville	July 17, 2014			To teach for SAUSD
Solis Cruz, Marco	Activity Supervisor	Santa Ana	August 22, 2014			Personal - 11 months

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RESIGNATIONS (Continuation)						
Trajano Cruz, Steven	Instr. Asst. Computer	Edison	August 5, 2014			Personal - 3 months
RESCIND RESIGNATION						
Sogsti, Stephen Jr.	School Police Officer	School Police	August 27, 2014			
TERMINATIONS						
ID# 17975	Instr. Asst. Computers	Romero-Cruz	July 1, 2014			Did not return from Leave of Absence
ID# 17514	Risk Management Tech.	Risk Management	July 1, 2014			Did not return from Leave of Absence
ID# 15572	Instr. Asst. Sp. Ed.	Sierra	July 1, 2014			Did not return from Leave of Absence
39 MONTH REEMPLOYMENT (100 Day Differential Ended)						
Arellano, Bertha	Fd. Svc. Wkr.	Martin	June 12, 2014			

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
FAMILY CARE & MEDICAL LEAVE (3 to 20 duty days or more) - Paid						
Morales, Gabriella	Sch. Acct. Clk.	Godinez	August 1, 2014	August 25, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVE (21 duty days or more) - Paid						
Berber, Veronica	Parent Trainer	ECE	August 1, 2014	September 12, 2014		Statutory Leave
Mendoza, Esther	Personnel Assistant	Human Resources	August 11, 2014	November 14, 2014		Statutory Leave
CFRA (California Family Rights Act) (3 to 20 duty days) - Paid						
Dominguez, Michelle	Admin. Secretary Superintendent/ Deputy					
	Superintendent	Supt's Office	July 14, 2014	July 16, 2014		Statutory Leave
CFRA (California Family Rights Act) (3 to 20 duty days) - Without Pay						
Dominguez, Michelle	Admin. Secretary Superintendent/ Deputy					
	Superintendent	Supt's Office	July 17, 2014	July 21, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (3 to 20 duty days) - Paid						
Ambriz, Fabiola	Sch. Off. Mgr. Elem.	Martin	August 1, 2014	August 22, 2014		Statutory Leave

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (3 to 20 duty days) - Paid (Continuation)						
Chavez, Mirella	Senior Secretary	ECE	August 18, 2014	August 22, 2014		Statutory Leave
Galvan Martinez, Juan	Custodian	Century	August 16, 2014	September 5, 2014		Statutory Leave
Garcia, Gabriela	Admin. Secretary	Human Resources	July 21, 2014	July 28, 2014		Statutory Leave
Garcia, Jenny	Custodian	Bldg. Svcs.	July 14, 2014	July 21, 2014		Statutory Leave
Gutierrez, Gilbert	Storekeeper	Fairview Warehouse	June 30, 2014	July 11, 2014		Statutory Leave
Harris, Brian	Sch. Police Spvr/Sgt.	School Police	July 22, 2014	August 8, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (3 to 20 duty days) - Without Pay						
Chavez, Mirella	Senior Secretary	ECE	August 11, 2014	August 15, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (21 duty days or more) - Paid						
Aguilar, Humberto	Custodian	Roosevelt	July 17, 2014	September 5, 2014		Statutory Leave
LEAVE (21 duty days or more) - Without Pay						
Barquin, Bianca	SSP Sp. Ed.	Adams	September 2, 2014	June 30, 2015		Personal
Alessandra						

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROBATIONARY APPOINTMENTS						
Albinio, Jeffrey	Instr. Asst. DHH	Taft	September 2, 2014		20/1	
Espindola, Claudia	Instr. Asst. Sev. Dis.	Special Ed.	September 2, 2014		20/1	
Espinoza, Liseth	Instr. Asst. Sev. Dis.	Mitchell	September 2, 2014		20/1	
Fujiwara, Stacey	Instr. Asst. Sev. Dis.	Mitchell	September 2, 2014		20/1	
Gomez, Sandra	SLPA	Speech Dept.	September 2, 2014		34/1	
Hernandez, Sonia	Site Clerk	Segerstrom	August 27, 2014		24/1	
Hernandez, Kathleen	Department Specialist	Bldg. Svcs.	July 21, 2014		28/1	
Hernandez Morales, Nery	Head Start Teacher	Child Dev.	August 29, 2014		IIIC	
Hinojosa, Jose	Storekeeper	Purchasing Dept.	August 22, 2014		28/1	
Jones, Christopher	Maintenance Wkr. I	Bldg. Svcs.	August 19, 2014		26/1	
Landa Reyes, Martha	Instr. Asst. Sev. Dis.	Mitchell	September 2, 2014		20/1	
Margo, Joelle	SSP Sp. Ed.	McFadden	August 27, 2014		19/1	
Martin Del Campo, Mariana	Head Start Teacher	Child Dev.	August 29, 2014		IIIC	
Morales, Cindy	SSP Sp. Ed.	Willard	September 2, 2014		19/1	
Ramirez, Roberto	Facilities Planning Tech.	Facilities Dept.	July 28, 2014		30/1	
Reyes, Silvia	Instr. Asst. Sev. Dis.	Mitchell	September 2, 2014		20/1	
Sayes, Stephanie	Occupational Therapist	Speech Dept.	September 2, 2014		56/2	
Surratt, Sabrina	Head Start Teacher	Child Dev.	August 29, 2014		IIA	
Torralba, Rosemary	Library Media Tech.	Edison	August 26, 2014		25/1	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROMOTIONAL APPOINTMENTS						
Camanos Jimenez, Adalid	SSP Sp. Ed.	Santiago	August 27, 2014		19/1	
Cruz, Mindy	Instr. Asst. DHH	Special Ed.	August 27, 2014		20/2	
Esparza, Sergio	Autism					
	Paraprofessional	Special Ed.	September 2, 2014		24/5	
Kling, Anne		Visual &				
	Admin. Secretary	Performing Arts	August 27, 2014		30/3	
Linares, Jacqueline	Sch. Off. Mgr. Elem.	Garfield	August 1, 2014		28/3	
Lopez, Yuvana	Instr. Asst. Sev. Dis.	Mitchell	August 27, 2014		20/4	
Martinez, Milcris		Ed. Services				
	Admin. Secretary	Secondary Division	July 21, 2014		30/4	
Pantoja, Guadalupe	Executive Secretary	Business Services	August 27, 2014		33/5	
	Autism					
Sanchez, Isaac	Paraprofessional	Carr	September 2, 2014		24/4	
Zarate, Melissa	Job Coach Sp. Ed.	Sp. Ed.	August 27, 2014		20/1	
REASSIGNMENTS (Change of work site)						
Alvarez, Daniel	Ath. Fld. Grndskpr.	Segerstrom	July 18, 2014		25/6	
Anderson, Rodney	Stage Manager	Segerstrom	August 15, 2014		28/2	
Guthrie, Brett	Instr. Asst. Sev. Dis.	Santiago	September 2, 2014		20/6	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
REASSIGNMENTS (Change of work site) (Continuation)						
Hernandez, Maritza	Admin. Secretary	Ed. Services Secondary Division	August 11, 2014		30/6	
Lopez, Martha	Sch. Off. Asst. Sec.	Segerstrom	August 1, 2014		24/6	
Pantoja, Angel	Groundskeeper	Bldg. Svcs.	July 21, 2014		24/6	
Ponce, Mary	SSP Sp. Ed.	Fremont	September 2, 2014		19/2	
Thomg-Magana, Anna	Instr. Asst. Sev. Dis.	Harvey	September 2, 2014		20/6	
TEMPORARY ASSIGNMENTS - Out of Class Compensation						
Barrett, Shawn	Plant Custodian Int.	Bldg. Svcs.	August 5, 2014	August 29, 2014	32/2	
Contreras, Carlos	Int. Ld. Custodian	Bldg. Svcs.	August 4, 2014	August 8, 2014	25/6 + Diff.	
Escobedo, Angel	Sr. Groundskeeper	Bldg. Svcs.	August 1, 2014	August 29, 2014	30/5	
Gallegos, Cirilo	Plant Custodian Elem	Bldg. Svcs.	July 18, 2014	July 28, 2014	28/5	
Herman, Sylvia	Attendance Tech.	Century	August 4, 2014	September 30, 2014	24/6 + Bil.	
Hernandez, Alvaro	Plant Custodian Elem	Bldg. Svcs.	July 17, 2014	August 11, 2014	28/5	
Hernandez, Daniel	Rv. Ld. Custodian	Bldg. Svcs.	May 12, 2014	June 6, 2014	28/6 + Diff.	
Lopez, Dionicio	Sr. Groundskeeper	Bldg. Svcs.	August 8, 2014	August 18, 2014	30/5	
Maciel, Elizabeth	Attendance Tech.	Century	August 4, 2014	September 30, 2014	24/4	
Martinez, John	Mgr. of Grounds Maintenance	Bldg. Svcs. K-12 Curriculum Instr./Staff Development	May 12, 2014	August 29, 2014	Level 22/1	
Olivares, Adriana	Sr. Exec. Secretary		July 28, 2014	August 8, 2014	37/1	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)						
Penaloza, Ruby	Sch. Acct. Clk.	Godinez	August 1, 2014	September 22, 2014	25/4	
Reyes Tenopala, Luis	Sch. Off. Mgr. Elem.	Martin	August 4, 2014	August 22, 2014	28/4	
Rojas, Adam	Plant Custodian HS	Bldg. Svcs.	July 17, 2014	August 18, 2014	35/2	
Salgado, Dennis	Plant Custodian HS	Bldg. Svcs.	July 7, 2014	August 1, 2014	35/2	
Silbas, Jiamie	Plant Custodian Elem.	Bldg. Svcs.	July 21, 2014	August 1, 2014	28/5	
White, Lynette	Sch. Off. Mgr. HS	Century	August 4, 2014	September 30, 2014	30/5	
EXTRA DUTY						
Bullard, Anne-Marie	Accompanist	Godinez	September 2, 2014	June 18, 2015	30/6	
ACTIVITY SUPERVISORS						
Escalante, Michelle	Activity Supervisor	Fremont	September 2, 2014		10/1	
Guzman, Carla	Activity Supervisor	Esqueda	September 2, 2014		10/1	
Jimenez Martinez, Blanca	Activity Supervisor	Kennedy	September 2, 2014		10/1	
Lloyd, Michael	Activity Supervisor	Santa Ana	September 2, 2014		10/1	
Martinez, Amanda	Activity Supervisor	Fremont	September 2, 2014		10/1	
Rivera De Viveros, Yadira	Activity Supervisor	Kennedy	September 2, 2014		10/1	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - August 26, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
HOURLY						
Abson, Christian	Instr. Provider	Santa Ana	September 2, 2014		16/1	
SUBSTITUTES						
Jenkins, Tracy	Maintenance Wkr. II		August 4, 2014		23/1	
Woolard, Kathleen	SSP Sp. Ed.		June 18, 2014		19/1	
SHORT TERM ASSIGNMENTS						
Betts, Deborah	Sr. Admin. Clerk	Muir/ Transition Center	August 1, 2014	June 30, 2015	24/6	
Caceres, Elida	Instr. Asst. Computers	Heninger	June 23, 2014	August 15, 2014	26/4	
Corona, Greta	Sch. Off. Asst. Elem.	Mitchell	August 1, 2014	September 30, 2014	24/6 + Bil.	
Garza, Irene	Job Coach	Muir/ Transition Center	August 1, 2014	June 30, 2015	20/2	
Gonzalez, Lucila	Admin. Clerk II	Support Services	August 25, 2014	August 29, 2014	20/6	
Lopez, Ramon	Computer Technician	Villa	August 18, 2014	August 22, 2014	28/6	
Muniz, Sarah	Job Training Asst.	Muir/ Transition Center	August 1, 2014	June 30, 2015	20/6	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - August 26, 2014

[illegible]

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Annual California English Language Development Test (CELDT) Training and Testing for Classified Staff - Short Term Assignment	English Learner Programs and Student Achievement	General Fund	\$20,000	August 27, 2014
AVID Tutors	Godinez Valley	Central Account	\$30,000	September 2, 2014
CAHSEE Clerical (Ratification)	Valley	CAHSEE	\$2,000	May 1, 2014
Century Classified Extra Duty	Century	General	\$1,000	August 27, 2014
Century Custodial	Century	General	\$1,000	August 27, 2014
Child Care During Parent Workshops	Fremont	Title I	\$600	September 2, 2014
Child Care for Parent Education Classes and School Readiness Program	Monroe	Title I	\$4,000	September 16, 2014
Child Care for Parent Meetings and Training	Lowell	Title I	\$2,827	August 27, 2014
Child Care Services	Saddleback	Title I	\$2,000	September 1, 2014
Classified Extra Duty	Chavez	Unrestricted Discretionary Account - General Fund	\$200	August 27, 2014
Classified Extra Duty	Chavez	Unrestricted Discretionary Account - General Fund	\$200	August 27, 2014
Classified Extra Duty	Chavez	Unrestricted Discretionary Account - General Fund	\$600	August 27, 2014

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Classified Extra Duty	Chavez	Unrestricted Discretionary Account - General Fund	\$600	August 27, 2014
Classified Extra Duty	Lorin Grisct	Unrestricted Discretionary Account - General Fund	\$200	August 27, 2014
Classified Extra Duty	Lorin Grisct	Unrestricted Discretionary Account - General Fund	\$200	August 27, 2014
Clerical Extra Duty	Community Day Intermediate/High School	Unrestricted Discretionary Account - General Fund	\$500	August 27, 2014
Classified Extra Duty	Lorin Grisct	Unrestricted Discretionary Account - General Fund	\$600	August 27, 2014
College Majors Parent Outreach	Saddleback	General	\$3,000	September 1, 2014
Computer Technician Extra Duty (Ratification)	McFadden	General	\$3,000	August 1, 2014
Custodian Extra Duty	Community Day Intermediate/High School	Unrestricted Discretionary Account - General Fund	\$500	August 27, 2014

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
District Safety Officer Extra Duty	Community Day Intermediate/High School	Unrestricted Discretionary Account - General Fund	\$500	August 27, 2014
e-Business Academy Student Supervisor	Century	e-Business Academy Grant	\$6,000	September 2, 2014
Early Childhood Education Program	Early Childhood Education Program	Cal-Safe	\$3,000	August 27, 2014
Early Childhood Education Program	Early Childhood Education Program	Cal-Safe	\$2,000	August 27, 2014
Early Childhood Education Program	Early Childhood Education Program	Cal-Safe	\$1,000	August 27, 2014
Early Childhood Education Program	Early Childhood Education Program	State	\$7,000	August 27, 2014
Early Childhood Education Program	Early Childhood Education Program	State	\$500	August 27, 2014
Extra Duty Additional Hours ESY (Ratification)	Support Services	Special Education	\$1,280	June 30, 2014
Extra Duty for Custodians (Ratification)	Various School Sites	Civic Center	\$45,000	July 1, 2014
Extra Duty for Custodians - Godinez (Ratification)	Godinez	Civic Center - Godinez	\$4,275	July 1, 2014
Extra Duty for District Safety Officers (Ratification)	Various School Sites	Civic Center	\$50,000	July 1, 2014
Extra Duty for District Safety Officers - Godinez (Ratification)	Godinez	Civic Center - Godinez	\$3,000	July 1, 2014
Extra Duty for Stage Managers (Ratification)	Various School Sites	Civic Center	\$14,000	July 1, 2014
Extra Duty for Stage Managers - Godinez (Ratification)	Godinez	Civic Center	\$2,731	July 1, 2014
Extra Duty for Sworn Officers (Ratification)	Various School Sites	Civic Center	\$25,000	July 1, 2014
Extra Duty Translator/Interpreter	English Learner Programs and Student Achievement	LCAP	\$6,000	August 27, 2014

**Board Meeting
August 26, 2014**

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

TITLE OF ACTIVITY	SITE	FUNDING	NOT TO EXCEED	EFFECTIVE
Godinez Summer Football Camp (Ratification)	Godinez/Athletics	Football Camp Fee	\$2,496	July 1, 2014
Head Start Community Workers, Parent Education Specialist Extra Duty	Head Start	Head Start	\$2,000	August 27, 2014
Head Start Custodians Extra Duty	Head Start	Head Start	\$1,000	August 27, 2014
Head Start Office Staff Extra Duty	Head Start	Head Start	\$3,000	August 27, 2014
Head Start Teacher Aides Extra Duty	Head Start	Head Start	\$3,000	August 27, 2014
Head Start Teachers Extra Duty	Head Start	Head Start	\$3,000	August 27, 2014
Instructional Provider	Century	LCFF	\$56,000	September 2, 2014
Instructional Provider	Santa Ana	AVID	\$45,000	September 2, 2014
Instructional Provider - AVID	Century	District Central Account	\$56,000	September 2, 2014
Jaguar Wrestling Camp (Ratification)	Segerstrom	ASB Account	\$1,600	July 1, 2014
Parent Exhibits & Projects Educational Services	Educational Services K-12	CORE Set Aside	\$1,000	August 27, 2014
Parent Exhibits & Projects Educational Services Security	Educational Services K-12	CORE Set Aside	\$1,000	August 27, 2014
SAUSD Honor Concerts and Art Song Competitions - Stage Managers	Visual and Performing Arts	General	\$500	November 6, 2013
SAUSD Honor Concerts and Art Song Festivals - District Safety Officers	Visual and Performing Arts	General	\$500	November 1, 2014
Staff Development (Ratification)	Education Technology	Education Technology	\$12,000	July 1, 2014
Student Achievement Monitoring Differentiated Instruction	Walker	Title I	\$3,000	September 2, 2014
Staff Development Support	BTSA/Staff Development	Title II	\$10,000	August 27, 2014
Summer Wrestling Camp (Ratification)	Godinez/Athletic	Camp Donation	\$2,304	July 1, 2014
Translation, Communication, Intervention, Assessment, and Parent Support	Lowell	LCAP	\$2,000	August 27, 2014

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

[illegible]

14/15-3020
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 No. 14/15-3026 – Authorization of Prekindergarten and Family Literacy Program Support contract #CPKS-4062 for the 2014-2015 program year.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number/s 2014/15-3020 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
Stefanie P. Phillips, Ed.D.,	Deputy Superintendent, Operations, CBO	

PASSED AND ADOPTED THIS 26th day of August 2014/15, by the Governing Board of Santa Ana Unified School District

of Orange County, California.

I, Audrey Yamagata-Noji, President of the Governing Board of the

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.


President

8/26/14
(Date)

**14/15-3021
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 No. 14/15-3025 – Authorization of California State Preschool Program Contract CSPP-4328 for the 2014-15 program year.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number/s 2014/15-3021 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Stefanie P. Phillips, Ed.D.</u>	<u>Deputy Superintendent, Operations, CBO</u>	<u></u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>

PASSED AND ADOPTED THIS 26th day of August 2014/15, by the

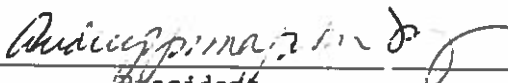
Governing Board of Santa Ana Unified School District

of Orange County, California.

I, Audrey Yamagata-Noji, President of the Governing Board of the

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.


President

8/26/14
(Date)

RESOLUTION NO. 14/15-3022

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

DENYING CHARTER SCHOOL PETITION FOR
ACHIEVEMENT PEAKS ACADEMY CHARTER SCHOOL

WHEREAS, pursuant to Education Code Section 47605 *et seq.*, the Governing Board of the Santa Ana Unified School District ("SAUSD" and/or "District") is required to review and consider authorization of charter schools; and

WHEREAS, on or about May 30, 2014, the petitioners delivered to the District office a charter petition ("Charter") for Achievement Peaks Academy Charter School ("APACS" and/or "Charter School"); and

WHEREAS, in accordance with the Charter Schools Act of 1992, the Charter was brought to the District Governing Board meeting of June 24, 2014, at which time it was received by the District Governing Board, thereby commencing the timelines for District Governing Board action thereon; and

WHEREAS, a public hearing on the provisions of the APACS Charter was conducted on July 22, 2014, pursuant to Education Code Section 47605, at which time the District Board considered the level of support for this Charter by teachers employed by the District, other employees of the District, and parents; and

WHEREAS, at the public hearing the lead petitioner spoke in favor of the Charter, and no parents, no District teachers, no other District employees, and no other members of the public spoke in favor of the Charter; and

WHEREAS, the Charter proposes a kindergarten through sixth grade STEM program, with an initial enrollment of 400 students, growing to 650 students in year five (although at the public hearing the lead petitioner inconsistently stated that they were seeking approval of a 500 student school); and

39 **WHEREAS**, in reviewing the Petition for the APACS Charter, the Governing Board
40 has been cognizant of the intent of the Legislature that charter schools are and
41 should become an integral part of the California educational system and that
42 establishment of charter schools should be encouraged; and
43

44 **WHEREAS**, in reviewing the Petition for the APACS Charter, the Governing Board
45 has been cognizant of Education Code Section 47605(h) which provides (emphasis
46 added):
47

48 In reviewing petitions for the establishment of charter schools within the
49 school district, the governing board of the school district shall give
50 preference to petitions that demonstrate the capability to provide
51 comprehensive learning experiences to pupils identified by the petitioner or
52 petitioners as academically low achieving pursuant to the standards
53 established by the department under Section 54032, as it read before July 19,
54 2006.
55

56 **WHEREAS**, the District staff, working with an independent evaluator and
57 District legal counsel, have reviewed and analyzed all of the information received
58 with respect to the Charter, including information related to the operation and
59 potential effects of APACS, and made a recommendation to the District Governing
60 Board that the APACS Charter be denied based on that review; and
61

62 **WHEREAS**, the District Governing Board has fully considered the Charter
63 submitted for the establishment of APACS and the recommendation provided by
64 District staff;
65

66 **NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:**
67

68 I. That the Governing Board of SAUSD finds the above listed recitals to be true
69 and correct and incorporates them herein by this reference.
70

71 II. That the Governing Board of SAUSD, having fully considered and evaluated the
72 Petition for the establishment of the proposed Achievement Peaks Academy
73 Charter School, hereby finds that granting the APACS Charter is not
74 consistent with sound educational practice, based upon grounds and factual
75 findings including, but not limited to, the following, and hereby denies the
76 Charter pursuant to Education Code Section 47605:

A. The Charter School presents an unsound educational program for the pupils to be enrolled in the Charter School. [Education Code Section 47605(b)(1)]

B. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. [Education Code Section 47605(b)(2)]

C. The petition does not contain the required number of signatures. [Education Code Section 47605(b)(3)]

D. The petition does not contain reasonably comprehensive descriptions of all of the required elements. [Education Code Section 47605(b)(5)]

III. That the Governing Board of the Santa Ana Unified School District hereby determines the foregoing findings are supported by specific facts, including but not limited to the following:

A. **THE CHARTER SCHOOL PRESENTS AN UNSOUND EDUCATIONAL PROGRAM FOR THE PUPILS TO BE ENROLLED IN THE CHARTER SCHOOL.** [Education Code Section 47605(b)(1)]

1. The limited information contained in the Charter does not demonstrate the capability of providing the educational program and services touched upon in general terms therein. The Charter does not include any examples of sample teacher products that would be used at APACS, such as sample lesson plans, portfolios, rubrics, measurements, examples of project based lessons, etc. APACS appears to be relying on lists and matrices of standards to provide a glimpse of the proposed instruction. For example, the Charter includes a list of seven "Standards of Practice" and 24 pages of matrices which expand by grade level on the same list of Standards of Practice. While the Charter does not identify the source of these annotated STEM standards, they match virtually verbatim the Maryland State STEM Standards of Practice and the draft Maryland State Standards of Practice Framework for Grades K-5, available on the Maryland Department of Education's website. APACS has done nothing beyond copying these Standards of Practice

115 into the Charter, without developing or describing how they would
116 actually be used at APACS, how APACS staff would be prepared to
117 implement these Standards of Practice, or otherwise establishing
118 that the petitioners even have an understanding of the meaning,
119 use, and means of implementing them. Furthermore, they have not
120 been tailored to APACS's particular proposal or the needs of the
121 prospective students. Moreover, while the draft Maryland State
122 Standards of Practice Framework applies to kindergarten through
123 fifth grade, APACS has identified it, and the specific standards
124 and outcomes specified therein, as applicable through sixth
125 grade, without changing or adding to the framework to address the
126 specifics of a sixth grade program.

127
128 Even though lists and matrices of standards do provide a set of
129 frameworks, by themselves they are not instructional programs.
130 It is not enough to provide lists of standards to convincingly
131 establish that APACS would be capable of providing a sound
132 educational program. The ultimate impression given by the
133 Charter as a whole is that it is not so much an actual proposal
134 for a real school to be operated within a real community.
135 Rather, it is a template for a charter application that could be
136 submitted by anyone, anywhere, simply by adding some local school
137 district test score data and demographics. The Charter's
138 description of a generic educational program, largely drawn from
139 internet sources without APACS making any adaptations to address
140 the specifics of the proposed Charter School and the needs of the
141 target population, even to address the differences in the
142 proposed grade levels, the overall lack of specificity, and the
143 absence of examples of how the proposed program would be
144 effectively implemented, ultimately sets forth an incomplete and
145 unsound educational program.

- 146
147 2. The Charter and its Appendices contain numerous grammatical,
148 typographical, word choice, content, and related errors and
149 mistakes, incomplete sentences, inconsistencies, and generally
150 poor writing that does not readily communicate what is intended.
151 Many of these issues result in portions of the Charter being
152 indecipherable or result in mistaken interpretations, confusion,

153 or lack of clarity, or make sections of the Charter impossible
154 properly to assess. The number and type of errors and mistakes
155 in the Charter and the overall quality of the Charter cause the
156 District concern regarding both the care that was used in
157 preparing this document - which is intended to control the
158 development and operation of a public school - and the
159 qualifications or experience of those proposing to open and
160 operate the Charter School.

161
162 3. The Charter Petition does not adequately address the provision of
163 services pursuant to the Individuals with Disabilities Education
164 Improvement Act ("IDEIA")

165
166 a. Fundamental to a reasonably comprehensive description of a
167 charter school's proposed educational program, and the
168 District's assessment of the soundness of the educational
169 program and whether approval of a particular charter is
170 consistent with sound educational practice, is a realistic,
171 workable, legally and educationally sound description of
172 the manner in which the charter school will comply with the
173 requirements of the IDEIA and afford a free appropriate
174 public education to charter school students covered by the
175 IDEIA. The APACS Charter fails to include such a
176 description and plan. The Charter contains no actual
177 substantive plan for compliance with the requirements of
178 the IDEIA, and it does not even specify whether it plans to
179 be its own local educational agency ("LEA") or will be
180 deemed a school of the District for purposes of the
181 provision of special education services. The Charter
182 states that prior to SAUSD Governing Board approval of the
183 Charter, APACS and SAUSD will enter into a Memorandum of
184 Understanding ("MOU") with SAUSD "regarding the provision
185 and funding of special education services consistent with
186 the requirements of the SAUSD Special Education Local Plan
187 Area ("SELPA") Local Plan for Special Education." However,
188 APACS has not approached SAUSD with any discussion or
189 proposal regarding such an MOU or the provision of or
190 funding for special education services. Compliance with

the IDEIA and the provision of special education services to students is a fundamental and essential element of the educational program of any charter school, and APACS's failure to include any such plan is a fatal flaw in the Charter.

- b. The Charter's discussion of special education appears to be premised entirely on requirements specific to Los Angeles Unified School District ("LAUSD"), not SAUSD, including, but not limited to, the requirements of the Chanda Smith Modified Consent Decree, which is applicable only to LAUSD, as well as LAUSD's adopted requirements relative to the entering into of memoranda of understanding for the provision of special education services, options for the provision of such services, and compliance with Child Find requirements, none of which are applicable to SAUSD or charter schools authorized and overseen by SAUSD. This evidences a complete failure by the petitioners to thoughtfully consider and understand the requirements for compliance with the IDEIA that would be applicable if the SAUSD were to approve its Charter.

B. THE PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROGRAM SET FORTH IN THE PETITION. [Education Code Section 47605 (b) (2)]

1. The above-described concerns regarding the unsoundness of the educational program and the inadequacy of the Charter's description thereof are hereby incorporated herein by this reference. The failure adequately to develop and describe the educational program establishes that the program set forth in the Charter Petition will not be successfully implemented.

2. APACS's budget forecast for 2015-2016 lists non-capitalized equipment (which may, but does not necessarily, include hardware like desktop and laptop computers) at \$26,000 and software at \$39,000. For an enrollment projection of 400 students for that year, \$26,000 for computers translates into only \$65 per student

(and that assumes that all non-capitalized equipment funds are used for computers, although that it not described in any budget narrative). This minimal funding allocation for computer hardware (assuming that the funds are even to be allocated for such technology) raises significant questions regarding APACS's ability to focus on technology. Moreover, the \$39,000 allocation for software translates into \$97.50 per student, but the Charter and budget documents do not identify or describe the use of the software as an instructional resource.

3. The Charter's description of proposed facilities and a facilities plan are inadequate and unworkable. APACS is required to provide a description of facilities, which must specify where the school intends to locate. (Ed. Code § 47605(g).) The only information APACS provided on facilities or location is the statement in the "Charter Briefing Page" that the facility address or target neighborhood is the City of Santa Ana and APACS included a letter from Boyer, a real estate developer, expressing interest in providing development services for a facility, which identifies three sites "as an indication that the construction of the school will be possible within the city limits of Santa Ana, California." As an initial matter, APACS and Boyer's statements about locating within the City of Santa Ana do not meet the mandatory charter school geographical location requirements which provide that SAUSD authorized charter schools must locate within SAUSD's boundaries, which are not coextensive with the City of Santa Ana's boundaries. The Boyer letter itself states that it is possible that the three sites listed therein might be unavailable to APACS. Of the three sites identified in the letter, one is not within SAUSD's boundaries, and a second site the letter itself specifies is likely too small for the proposed purpose.

The Boyer letter identifies a proposed construction budget of \$6.8 million, however, it is unclear how this amount was calculated. The letter references 2014 California funding levels, but the projected budget does not actually match those levels. The current State per-pupil construction funding amount

is \$9,921. This amount multiplied by 400 students equals \$3,968,400. Additionally, California is not currently releasing any construction funding. The last funding round for charter school facilities ended on May 30, 2014. Unless there is a statewide school facilities bond passed in November 2014, there will be no State school construction funding available. Even if a 2014 bond is passed, the State construction funding is a 50-50 matching grant program, which means that APACS would have to provide \$3,968,400 itself, but the Charter does not identify any potential funding sources to meet this matching requirement. Thus the contemplated facilities construction project is infeasible.

Moreover, as explained above, the State is not currently releasing any construction funding, and would only do so if a bond is passed in November 2014, after which APACS would have to wait for the State Allocation Board to open a funding round for charter school facilities applications, and then would have to wait for a determination on its application. As such, the proposed instructional start date of September 2015 is not feasible based on funding constraints and construction time.

4. It is evident in reviewing the Charter that it was primarily copied from the APACS charter submitted to LAUSD, and likely both the LAUSD and SAUSD versions were, in large part, copied/cut and pasted from other charters prepared by other petitioners and submitted to other districts. APACS did not adequately address the differences between the districts and/or revise and personalize the APACS Charter submitted to the SAUSD Board to make it applicable to this submission. For example, there are multiple references within the Charter and its appendices to LAUSD and/or the Los Angeles County Office of Education ("LACOE"). For example the budget includes a line item for LACOE fees. As an additional example, as specified above, the Charter's entire discussion of special education appears to be drawn from requirements imposed by LAUSD that are not applicable to SAUSD or charter schools authorized by SAUSD. It appears that APACS did a search and replace to change references from "LAUSD"

to "SAUSD" without substantively considering the import of the differences between the districts. Significant portions of APACS's narrative are obviously copied from a different charter(s) and are outdated and inapplicable to the APACS's Charter, and could not be successfully implemented by APACS. For example, while APACS does not propose opening to students until fall 2015, the Charter states that "APACS will achieve an API target of 800 by spring 2015," which is the school year before APACS would open to students.

While using other charters as a source of inspiration and ideas, and even as a starting point in the development of this Charter, may be acceptable, it is not acceptable for APACS simply to cut and paste inapplicable and outdated information, proposals and assertions that have no relevance to this Charter. Further, this lack of care in copying from other sources has resulted in the APACS Charter including incorrect, incomplete, repetitive, inconsistent and unworkable proposals, causing confusion and a lack of clarity in the proposal. All of these flaws establish that APACS could not, and should not, successfully implement the program set forth in the Charter.

5. The District is aware that APACS/Mana 7 Charities has submitted and currently has pending substantially identical charter petitions with the San Leandro Unified School District and the Madera Unified School District. Additionally, a month before submitting this Charter to SAUSD, APACS/Mana 7 Charities submitted a substantially similar charter petition to LAUSD, but withdrew that petition upon receiving notice from LAUSD staff that APACS's charter did not have even the potential to be reasonably comprehensive, educationally sound, and successfully implemented, so would be recommended for denial by the LAUSD Board. Nothing in the APACS Charter acknowledges or addresses the fact that it had and has multiple charters pending at this time, apparently with the hope of opening multiple charter schools at or near the same time. The Charter also fails to address in any way how these entities would be able to undertake the difficult task of opening multiple schools at the same time. There is no evidence that these entities or individuals have the

343 capacity, experience, resources, etc. to open multiple schools
344 simultaneously. While in response to the District's inquiries on
345 this topic the lead petitioner expressed confidence in their
346 ability simultaneously to open and operate multiple charter
347 schools spread throughout California, he also acknowledged that
348 the petitioner organization is in its "infancy" and has no
349 experience operating charter schools. The response provided no
350 basis for the District to believe that APACS/Mana 7 Charities has
351 the necessary knowledge, expertise, and experience successfully
352 to open even one school, much less multiple schools
353 simultaneously.

354
355 During the public hearing the lead petitioner stated that the
356 petitioners have experience operating a charter school in Salt
357 Lake City, Utah. In response to the District's written inquiries
358 regarding other charter schools approved/operated by APACS/Mana 7
359 Charities or any associated, related, or coordinated entity or
360 individual either within or outside of California, however, he
361 stated that they had never obtained such a charter approval or
362 operated a charter school. These inconsistencies in the
363 information provided by the petitioner are troubling in their own
364 right. Additionally, the petitioner's responses indicate that
365 these entities and petitioners have no experience or expertise in
366 the complications and challenges of opening and operating charter
367 schools, including the complex financial and educational
368 requirements of both federal and state law. Attempting
369 simultaneously to open three or more charter schools in
370 California, particularly to be operated by a Utah corporation
371 with most, if not all, the founders/board members and the
372 principal residing in Utah, is unrealistic and overly ambitious.
373 If, in fact, they do operate the Mana Academy Charter School
374 which is located in West Valley City, Utah, then the lead
375 petitioner's contrary written responses are both inexplicable and
376 troubling.

377
378 Moreover, the Charter includes no discussion or plan explaining
379 the proposed relationship between the schools, and/or between
380 their staffs, administrators, or service providers. Further,

there is no discussion of if and how the finances of the various schools would be managed, whether there would be shared costs, resources, services, staff, etc. The Charter also fails to describe any methodology that would be used to ensure a fair and appropriate distribution of services and costs and a means of assuring that all funds generated by and attributable to the APACS School proposed for Santa Ana would be maintained and expended for the educational benefit of the students at that particular school.

6. There is no evidence of any local interest by parents, guardians or students in the proposed APACS. At the public hearing, only the lead petitioner spoke regarding the Charter proposal. There were no speakers or other indicia evidencing any interest from the local community, specifically including parents/guardians and students, in the proposed Charter School. The lead petitioner was asked during the public hearing whether APACS had support/interest from the local community, and he responded that there was such support. He specifically stated that APACS had held local community meetings, that there were a number of parents from within SAUSD who support APACS, and that the petitioners had submitted 250 parent signatures with the Charter, implying that many of those signatures were from parents who reside within the SAUSD. In fact, while the parent signature pages submitted by APACS are, in large part, extremely difficult if not impossible to read, it appears that not a single parent/guardian signature submitted with the APACS Charter is from a parent/guardian who resides within SAUSD, and only one is from a parent/guardian within Orange County. Further, as explained more fully below, these parent signatures were not gathered specifically in support of the APACS proposed to be authorized by and operated within SAUSD, but most likely were gathered specifically in support of the APACS charter school proposed to be operated within LAUSD and, at best, were gathered for APACS schools in general. SAUSD finds that it is unlikely that any of the parents/guardians who signed the petition which was not specific to a proposed school to be located within SAUSD, and reside many miles away from SAUSD - which in the reality of

traffic conditions in Southern California translates into hours of travel time - would actually enroll their children in this particular school, even if they are meaningfully interested in the APACS program in general.

Thus, the parent signatures submitted by APACS (which actually represent far fewer than 250 students who would be eligible to attend APACS in its first year of operations, despite the petitioner's statements during the public hearing) do not indicate any support for the APACS specifically proposed to be operated within SAUSD's boundaries, and certainly no local support for the Charter. Therefore, as a whole, there are no indicia of a likelihood that APACS would be able to attract 400 students in its first year of operation, on which its budget and entire operational plan are premised. A charter school initial enrollment of 400 students is a lofty goal under the best of circumstances, but appears to be virtually impossible with no support in the local area for the proposed school, and with all of the parents/guardians who signed the petition residing far away from the proposed school.

C. **THE PETITION DOES NOT CONTAIN THE REQUIRED NUMBER OF SIGNATURES.**
[Education Code Section 47605(b)(3)]

The Charter Schools Act of 1992 specifies that "a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district." (Ed. Code § 47605(a), emphasis added.) The Charter Schools Act further specifies that a charter may not be submitted to a school district governing board unless and until the petition is signed by a specified number of teachers or parents/guardians. Further, the petition that is signed by such teachers or parents/guardians must include a prominent statement that a signature thereon "means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the

teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition." (Ed. Code § 47605(a), emphasis added.) These signature requirements are prerequisites to submission of a charter for school board consideration and action, and are necessary to establish that there is meaningful interest in the particular charter being proposed from either the parent/guardian or teacher community before a charter can be approved. A failure to comply with these signature requirements is also a basis for denial of the particular charter.

Attaching the actual charter that is proposed to be submitted to the particular school district within which the charter school is proposed to be operated would give the parents/guardians or teachers from whom signatures expressing meaningful interest are being sought the opportunity to review the actual charter in order to determine whether they are, in fact, meaningfully interested in enrolling their children/teaching at the particular charter school being proposed. The signature requirements are not limited to a showing of support for charter schools in general, or even a particular charter school concept, but the actual, specific charter being submitted to the particular school district and proposing to operate within that district's boundaries. Any expression of interest can only actually be meaningful if it relates to the particular school in the particular proposed location.

APACS submitted parent/guardian signatures in order to meet this prerequisite to submittal of its Charter for SAUSD Governing Board consideration. As explained above, it came to the District's attention subsequent to the commencement of its processing of the APACS Charter that APACS/Mana 7 Charities submitted multiple substantially identical charters to other school districts in California near the time APACS submitted the current Charter to SAUSD. SAUSD requested that APACS provide SAUSD with copies of the parent signature pages submitted with all of the charters it has submitted within the preceding five years. In response to that request the lead petitioner provided copies of 17 pages of signatures, specifying that each and every one of those pages had been submitted to both SAUSD and LAUSD. He provided no signature pages indicating that they were submitted to either San Leandro or

495 Madera, which leaves open the question of what signatures were
496 submitted with those charters. In fact, only 12 of the 17 pages were
497 actually submitted to SAUSD with this Charter, but all of those 12
498 pages were apparently also submitted to LAUSD. (The District is
499 concerned that in response to this direct and specific question, the
500 lead petitioner was unable accurately to identify even which signature
501 pages were submitted to SAUSD with this Charter.) Thus, every single
502 signature/signature page that was submitted to SAUSD purportedly in
503 support of this APACS Charter to be located within SAUSD was also
504 submitted to LAUSD in support of a different charter school to be
505 located within LAUSD. Thus, by definition, the different charters
506 proposing schools in different jurisdictions submitted to different
507 school districts were not both attached to the signature pages, as
508 required by law. Furthermore, it is evident that the persons signing
509 these different petitions proposing charters in different school
510 districts in different counties, which are separated by many miles,
511 were not expressing "meaningful" interest in enrolling their children
512 at both schools.

513
514 In order to meet the threshold requirements for submittal of a charter
515 to the SAUSD Governing Board, the particular Charter proposing to
516 establish APACS within SAUSD's boundaries was required by law to be
517 attached to the petition signature pages. Further the parent/guardian
518 signatures gathered and submitted to SAUSD had to be expressing
519 meaningful interest in enrolling their children at the APACS proposed
520 to be established within SAUSD's boundaries. Because the same
521 signatures/signatures pages were submitted with charters submitted by
522 APACS/Mana 7 Charities to different districts, it is clear that these
523 signature pages were not attached to the Charter submitted to SAUSD,
524 the signatures do not effectively express meaningful interest in
525 enrolling children at this Charter School, and the signatures do not
526 meet the minimum requirements for submittal of a Charter to and/or
527 approval by the SAUSD Governing Board. The parent/guardian signatures
528 cannot be double-counted by the petitioners and submitted to more than
529 one proposed authorizing agency. Therefore, SAUSD rejects all of the
530 signature pages submitted by APACS/Mana 7 Charities for patent
531 noncompliance with the minimum legal requirements.
532

D. THE PETITION DOES NOT CONTAIN REASONABLY COMPREHENSIVE DESCRIPTIONS OF ALL OF THE REQUIRED ELEMENTS. [Education Code Section 47605(b)(5)]

1. DESCRIPTION OF THE EDUCATIONAL PROGRAM [Ed. Code
Â\$47605(b)(5)(A)(i)]

All of the above-described concerns regarding the unsoundness of the educational program and the inadequacy of the Charter's description thereof are hereby incorporated herein by this reference.

IV. That the terms of this Resolution are severable. Should it be determined that one or more of the findings and/or the factual determinations supporting the findings is invalid, the remaining findings and/or factual determinations and the denial of the Charter shall remain in full force and effect. In this regard, the District Board specifically finds that each factual determination, in and of itself, is a sufficient basis for the finding it supports, and each such finding, in and of itself, is a sufficient basis for denial.

The foregoing resolution was considered, passed, and adopted by this Board at its regular meeting of August 26, 2014.

BOARD OF EDUCATION OF THE
SANTA ANA UNIFIED SCHOOL DISTRICT

By:


Audrey Yamagata-Noji, Ph.D., President

Attest:


Rick L. Miller, Secretary

STATE OF CALIFORNIA)
) ss
ORANGE COUNTY)

I, Rick L. Miller, do hereby certify that the foregoing is a true and correct copy of Resolution No. 14/15-3022, which was duly adopted by the Board of Education of the Santa Ana Unified School District at meeting thereof held on the 26th day of August, 2014, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By



Rick L. Miller, Secretary

RESOLUTION NO. 14/15-3028

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Proclamation Declaring National Hispanic Heritage Month -

September 15-October 15, 2014

WHEREAS, September 15 through October 15, 2014, has been declared National Hispanic Heritage Month by the President and the Congress of the United States; and

WHEREAS, in 1968 President Lyndon B. Johnson proclaimed the week of September 15, 1968, as the First National Hispanic Heritage Week; and

WHEREAS, the founding of the United States is intertwined with the historical settlement and development of the Southwest by descendants of Spanish settlers and indigenous peoples; and

WHEREAS, the Latino population continues to contribute significantly to the political, economic, and social development of the nation; and

WHEREAS, the Santa Ana Unified School District serves 51,099 Latino students or approximately 96% of the student population within its K-12 educational system; and

WHEREAS, the Santa Ana Unified School District recognizes the diversity reflected within the city of Santa Ana, as well as its students and staff, and respects the contributions, culture, and heritage of Latinos in the community;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education recognizes September 15 through October 15, 2014 as National Hispanic Heritage Month and encourages teachers, other staff members, students, and the community to use this opportunity to honor the contributions of our Latino population.

Upon motion of Member _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

1 AYES:

2 NOES:

3 ABSENT

4 STATE OF CALIFORNIA)

5) ss.

6 COUNTY OF ORANGE)

7
8 I, Rick Miller, Secretary of the Board of Education of the Santa Ana Unified
9 School District of Orange County, California, hereby certify that the above and
10 foregoing Resolution was duly adopted by the said Board at a regular meeting
11 thereof held on the 26th day of August, 2014, and passed by a vote of
12 3-0 of said Board.

13 IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of
14 August, 2014.

15
16 

17 Rick L. Miller

18 Secretary, Board of Education

19 Santa Ana Unified School District
20
21
22
23
24

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **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**

ITEM: **Consent**

SUBMITTED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

PREPARED BY: **Dawn Miller, Assistant Superintendent, Secondary Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of extended field trip(s) for the school(s) listed.

RATIONALE:

The Board recognizes that school-sponsored trips are important components of student development. In addition to supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help students relate school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips. All trips involving out-of-state or overnight travel shall require prior approval of the Board. Approval is contingent upon national and international safety and security at the time of the trip.

Board Policy (BP) 6153 and Administrative Regulation (AR) 6153.1 require a parent waiver for school-sponsored trips. Trained staff will be employed by the hosting organization and will provide 24-hour supervision to the students. Parents have given permission for students to attend the trip under this provision. No eligible student will be denied the opportunity to attend.

FUNDING:

Not Applicable

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.

SANTA ANA UNIFIED SCHOOL DISTRICT - EXTENDED FIELD TRIPS
RECOMMENDED FOR APPROVAL - September 9, 2014

Date:	Schools/Location:	Funding and Cost:	Student(s):	Staff and Chaperone:
September 12-13, 2014 (Friday - Saturday)	Segerstrom High School Football Game against Morro Bay High School Pismo Beach	\$90.00 per student (s) (cost paid by fundraising)	92	12
October 6-8, 2014 (Monday - Wednesday)	Sepulveda Elementary School Ocean Institute Science Exploratory Class Ocean Institute Dana Point	\$0.00 per student (s) (cost paid by Ocean Institute)	64	6

Funding and costs for participation in educational activities related to field trips are in compliance with the ACLU settlement.

Agenda Item Backup Sheet

<u>ITEM:</u>	Request of extended field trip for Segerstrom High School junior varsity (JV) and varsity football players to compete in a game in Morro Bay, CA. The trip will be September 12-13, 2014.
<u>OVERVIEW:</u>	Segerstrom High School is requesting their football players to compete in a football game against Morro Bay High School students.
<u>RATIONALE:</u>	The football program at Segerstrom High School will be traveling for competition and will be staying the night due to the long drive. The football team will also visit Cal Poly San Luis Obispo campus.
<u>PARTICIPANTS:</u>	92 students and 12 chaperones (4 certificated and 8 classified).
<u>COSTS:</u>	\$90.00 per student – ASB, through football booster fundraising, will cover cost of lodging, meals, and transportation
<u>FUNDING:</u>	ASB
<u>RECOMMENDATION:</u>	Approve the request of the extended field trip for Segerstrom High School's JV and varsity football team to compete in a football game against Morro Bay High School in Morro Bay, CA on September 12-13, 2014.

Agenda Item Backup Sheet

<u>ITEM:</u>	Request of extended field trip for Sepulveda Elementary School 5 th grade students to attend the Ocean Institute Science Exploratory Class in Dana Point, CA. The trip will be October 6-7 for one 5 th grade class and October 7-8 for a second 5 th grade class.
<u>OVERVIEW:</u>	Sepulveda Elementary School is requesting 5 th grade students to participate in the Science Exploratory Class at the Ocean Institute in Dana Point.
<u>RATIONALE:</u>	The 5 th grade students will do activities that explore the fascinating world of nocturnal and deep-sea animal adaptations. In the evening students will investigate shark adaptations, pilot remotely operated vehicles, dissect a cow eye to look at low light adaptations, and visit the Maddie James Seaside Learning Center where the squid light attracts animals of the night. In the morning students venture out to sea to conduct the investigations outlined in the living systems cruise with the added excitement of lowering student-drawn Styrofoam cups 500 feet to see the dramatic effects of pressure.
<u>PARTICIPANTS:</u>	64 students and 6 chaperones (2 certificated and 4 parents).
<u>COSTS:</u>	\$0.00 per student – Ocean Institute will cover cost of lodging, meals, and transportation
<u>FUNDING:</u>	Ocean Institute
<u>RECOMMENDATION:</u>	Approve the request of the extended field trip for Sepulveda Elementary School 5 th grade students and chaperones to attend the Ocean Institute Science Exploratory Class in Dana Point, CA on October 6-8, 2014 for two sets of 5 th grade classes.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approval of Expulsion of Students 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: **Doreen Lohnes, Assistant Superintendent, Support Services**

PREPARED BY: **Sonia Rodarte-Llamas, Ed.D., Director, School Climate**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of student expulsions in violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

RATIONALE:

The following students were recommended for expulsion from the District for various terms. The students received a hearing before the administrative hearing panel, which found students 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:

Not Applicable

RECOMMENDATION:

Approve expulsion of students 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.

Recommendations for Expulsions

Board Meeting: September 9, 2014

	<u>Student Name</u>	<u>School/Grade</u>	<u>Charges</u>	<u>Recomm. Options</u>	<u>Placement</u>	<u>Date Eligible to Reapply</u>
1	353269	Sierra/6	A, .4	2	2013-2014 County 2014-2015 Com Day Int.	01/30/15

SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

- | | |
|---|---|
| <p>(A) Caused, attempted, or threatened to cause physical injury</p> <p>(B) Possessed, sold, furnished a weapon, dangerous object, explosives</p> <p>(C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).</p> <p>(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</p> <p>(E) Committed or attempted to commit robbery or extortion</p> <p>(F) Caused or attempted to cause damage to school or private property</p> <p>(G) Stole or attempted to steal school or private property</p> <p>(H) Possessed or used tobacco or tobacco products</p> <p>(I) Committed an obscene act or engaged in habitual profanity or vulgarity</p> <p>(J) Possessed, offered, or arranged to sell paraphernalia</p> <p>(K) Disrupted school activities or willfully defied valid authority</p> <p>(L) Knowingly received stolen school or private property</p> <p>(M) Possessed an imitation firearm</p> | <p>(N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4</p> <p>(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> <p>(P) Offering to sell or selling SOMA</p> <p>(Q) Hazing</p> <p>(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</p> <p>(T) Aids or abets in physical injury</p> <p>(.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity</p> <p>(.3) Engaged in hate crime (Grades 4-12 only)</p> <p>(.4) Harassment, threat, intimidation (Grades 4-12 only)</p> <p>(.7) Terrorist threats against school officials, school property or both</p> |
|---|---|

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)

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approval of Participation in Student Field Placement with Nova Southeastern University, Inc., for 2014-15 School Year**

ITEM: **Consent**

SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

PREPARED BY: **Darek Jaronczyk, Director, Special Education**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of participation in student field placement with Nova Southeastern University, Inc. (NSU). The NSU Speech and Language Department places graduate students in school districts to provide field experience (internship).

RATIONALE:

The District has benefited from graduate students placed for field experience as they have a tendency to apply for open positions within the District. This agreement will allow student experience for speech and language pathology majors.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the participation in student field placement with Nova Southeastern University, Inc., for 2014-15 school year.

AGREEMENT BETWEEN
NOVA SOUTHEASTERN UNIVERSITY, INC.
AND
SANTA ANA UNIFIED SCHOOL DISTRICT

THIS AGREEMENT is entered into by and between **NOVA SOUTHEASTERN UNIVERSITY, INC.**, a Florida not for profit corporation (hereinafter referred to as the "UNIVERSITY"), whose address is 3200 South University Drive, Fort Lauderdale, Florida 33328, and **SANTA ANA UNIFIED SCHOOL DISTRICT** hereinafter referred to as the "FACILITY"), whose address is 1601 E Chestnut Street, Santa Ana, CA 92701. The UNIVERSITY is entering into this Agreement on behalf of its Programs in Speech, Language and Communications Disorders.

WHEREAS, the UNIVERSITY offers educational programs for the development of speech pathologists and has responsibility for the training of students who require clinical education and fieldwork experiences in various medical and health-related settings to complete their professional development; and

WHEREAS, the Speech Pathology education programs ("Education Program") will be enhanced because of opportunities for and students to participate in patient care through the cooperative efforts of the FACILITY and the UNIVERSITY; and

WHEREAS, the FACILITY is willing to provide such opportunities for participation in patient care and administrative responsibilities to the UNIVERSITY's speech pathology students (the "STUDENT(S)") and is further willing to assign staff to serve as clinical instructors pursuant to this Agreement; and

WHEREAS, the purpose of this Agreement is to establish a mutually beneficial affiliation between the UNIVERSITY and the FACILITY by providing UNIVERSITY's STUDENTS a clinical educational experience at the FACILITY to enhance the development of such STUDENTS in the attainment of their professional goals.

NOW, THEREFORE, for and in consideration of the premises and the mutual covenants and agreements herein contained, the parties agree as follows:

1. **RESPONSIBILITIES OF THE UNIVERSITY**

A. The UNIVERSITY shall assign certain STUDENT(S) to the FACILITY for purposes of clinical rotations as part of the Education Program. All assigned STUDENTS shall have completed the prerequisite didactic portion of the Education Program.

B. The UNIVERSITY shall provide to the FACILITY the current clinical course objectives of the Education Program, and forms to be completed regarding the evaluation of STUDENTS.

C. The UNIVERSITY shall inform STUDENTS that they must comply with the applicable FACILITY policies and procedures.

D. The UNIVERSITY shall inform STUDENTS that they must comply with the FACILITY's health requirements prior to beginning their clinical rotations at the FACILITY.

E. The UNIVERSITY agrees to maintain, for itself and the STUDENTS, professional liability insurance with limits no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. The professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. A certificate of insurance evidencing this coverage shall be provided to the FACILITY prior to the arrival of the first student at the FACILITY.

G. The UNIVERSITY agrees to provide STUDENTS with training in universal precautions (OSHA standards) for prevention of HIV and other infectious diseases.

2. RESPONSIBILITIES OF THE FACILITY

A. Prior to the commencement of STUDENT clinical rotations, the FACILITY shall provide to the UNIVERSITY a current set of the FACILITY's rules, regulations, policies and procedures with which STUDENTS are expected to comply.

B. The FACILITY shall designate qualified professional(s) assigned by it as clinical instructors for STUDENTS. During the term of this Agreement, the FACILITY's clinical instructors, who shall supervise STUDENTS and who shall be employees of the FACILITY, shall have the following responsibilities as they relate to the STUDENTS:

i. Meet with the STUDENTS on the first day of the clinical rotation to (i) review educational objectives for each STUDENT's rotation(s), (ii) assign clinical/work schedules, and (iii) review relevant FACILITY policies and procedures.

ii. Introduce STUDENTS to key clinical and auxiliary personnel at the FACILITY.

iii. Provide clinical instruction in accordance with the UNIVERSITY's course objectives, the availability of patients and other clinical resources at the FACILITY. Clinical assignments shall include self-study and library research of clinical topics. Such assignments shall be consistent with each STUDENT's role pursuant to this Agreement.

iv. Provide each STUDENT with hands-on clinical experience. Such experience shall include, but not be limited to, (i) eliciting patient histories, (ii) performing initial physical examinations, (iii) entering permissible chart entries (such entries denoted as " SLP Student" and countersigned by designated supervising clinical instructor), and (iv) establishing diagnosis, goal setting, patient care planning, treatment, intervention, and discharge planning.

v. Provide each STUDENT with frequent feedback on his/her clinical and professional performance, formally review each STUDENT's progress by meeting to review evaluations at mid-rotation and during the last week of rotation, and complete and sign all evaluation forms provided by the UNIVERSITY. The FACILITY may keep a copy of the evaluation only with the STUDENT's written consent.

C. Make available its classrooms, library, and cafeteria, to STUDENTS while they are assigned to the FACILITY.

D. The FACILITY shall permit the UNIVERSITY's Education Program faculty to visit the FACILITY during clinical education for purposes of ascertaining that the UNIVERSITY's educational objectives for each STUDENT's rotation are met.

E. The FACILITY shall also permit representatives of the UNIVERSITY's accrediting bodies to visit the FACILITY upon providing reasonable prior written notice.

F. The FACILITY shall be responsible for providing or arranging emergency care of STUDENTS in the event of injury or illness while STUDENTS are completing rotations at FACILITY. The cost of such emergency care shall be borne by the STUDENTS. STUDENTS shall be required to maintain medical insurance at their own expense.

G. During the term of this Agreement, the FACILITY agrees to maintain professional liability insurance (for itself, its employees and agents), and commercial general liability insurance. Such insurance coverage shall be no less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate. A certificate of insurance evidencing this coverage shall be provided to the UNIVERSITY prior to the arrival of the first STUDENT at the FACILITY. The professional liability insurance shall remain continuously in effect (through prior acts coverage in renewal policies, tail coverage or otherwise) during the period of the applicable statute of limitations. Additionally, the FACILITY shall ensure that clinical supervisors to STUDENTS who are nonemployees maintain professional liability insurance in amounts specified herein in this Section 2. G.

H. The FACILITY shall maintain in strict confidence all STUDENT education records, including, but not limited to, health, background check, and drug screening information, provided to or obtained by the FACILITY, and in connection therewith shall comply with all applicable laws and regulations.

3. EXCLUDED PARTIES

Each party hereby certifies to the other that neither it nor its agents and employees involved in the operation of this Agreement at the FACILITY have been debarred, suspended or otherwise excluded from Medicaid, Medicare and/or any other applicable federally funded health care program.

4. HIPAA REQUIREMENTS

The parties agree to comply with the Health Information Technology for Economic and Clinical Health Act ("HITECH Act"), Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. Section 1320d ("HIPAA") and any current and future regulations promulgated thereunder, including, without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 ("Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Part 142 ("Federal Security Regulations"), and the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162, all collectively referred to herein as "HIPAA Requirements". The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R. Section 164.501) or Individually Identifiable Health Information (as defined in 42 U.S.C. Section 1320d), other than as permitted by the HIPAA Requirements and the terms of this Agreement. The parties agree to make their internal practices, books and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations. In addition, the parties agree to comply with any state laws and regulations that govern or pertain to the confidentiality, privacy, security of, and electronic and transaction code sets pertaining to, information related to patients. The

UNIVERSITY may de-identify any and all Protected Health Information for educational purposes created or received by the UNIVERSITY under this Agreement, provided, however, that the de-identification conforms to the requirements of the Standards for Privacy of Individually Identifiable Health Information at 45CFR Part 164, Subparts A and E.

The University shall direct its STUDENTS to comply with the policies and procedures of FACILITY, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the STUDENTS' role in relation to the use and disclosure of FACILITY's protected health information, the STUDENTS are defined as members of the FACILITY's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the STUDENTS are not and shall not be considered to be employees of FACILITY.

5. REMOVAL OF STUDENTS FROM FACILITY

Both parties agree that in the event a conduct or performance problem arises related to the clinical rotation of any STUDENT, the FACILITY and the UNIVERSITY shall promptly attempt to effectuate a resolution. In the event a resolution of the problem cannot be reached, the FACILITY reserves the right to reasonably request withdrawal of any STUDENT whose work or conduct is not in full accord with the FACILITY's standards of performance or policies or procedures. Notwithstanding the foregoing, the FACILITY may remove a STUDENT without prior consultation with UNIVERSITY if a STUDENT poses an immediate threat to the health or safety of FACILITY's patients or employees, and in any such event, the FACILITY shall promptly provide written notification to UNIVERSITY of its action and the reasons for the removal.

6. RELATIONSHIP

A. Both parties expressly intend that with respect to this Agreement the parties shall be independent contractors, and shall have no relationship other than the one provided for herein, and shall receive no other benefits besides those specifically contained herein.

B. It is understood that in no event shall STUDENTS be compensated or represent themselves as agents, officers, or employees of the FACILITY. STUDENTS shall wear pictured name tags identifying their status with the UNIVERSITY, and clearly display their name tag identifying them as a "SPEECH PATHOLOGY STUDENT". At the same time it is understood that in no event shall the employees or agents of the FACILITY be considered or represent themselves as agents, officers, or employees of the UNIVERSITY. The FACILITY shall at all times maintain responsibility for patient care.

7. TERM

The term of this Agreement shall be for one (1) year, commencing on **August 1, 2014 and expiring on July 31st, 2015** and shall automatically renew for yearly periods; provided, however, that either party may terminate this Agreement at any time by furnishing at least sixty (60) days prior written notice of termination to the other. Any such termination shall not prevent STUDENTS then participating in clinical rotations from completing their assignments at the FACILITY pursuant to the same terms and conditions of this Agreement.

8. NOTICE

Any and all notices required or permitted hereunder shall be in writing and deemed effective upon receipt, refusal of receipt or the date noted as uncollected when sent by certified or

registered mail, postage prepaid and return receipt requested or when sent by email transmission with proof of successful transmission retained by sender and confirmation of receipt provided by the recipient to the sender by return email, to the address set forth below or to such other addresses as the parties may hereto designate in writing.

As to UNIVERSITY: Nova Southeastern University
 Programs in Speech-Language and
 Communication Disorders
 6100 Griffin Road
 Fort Lauderdale, Florida 33314
 Attn: Executive Director

As to FACILITY: Santa Ana Unified School District
 1601 E. Chestnut Street
 Santa Ana, CA 92701
 Attn: Office Manager/Director

9. NO DISCRIMINATION

Neither party will discriminate against any program participant covered under this Agreement because of race, color, religion, national origin, age, handicap, status as a disabled veteran, sex, or sexual orientation, nor will either party engage in such discrimination in their employment or personnel policies.

10. ENTIRE AGREEMENT AND MODIFICATION

This Agreement constitutes the entire understanding of the parties with respect to the matters covered herein, and supersedes any prior or contemporaneous agreements, representations or discussions, whether written or oral. This Agreement may only be altered, amended, or modified by a written instrument duly signed by the parties.

11. LAW GOVERNING

This Agreement shall be governed by and construed in accordance with the laws of the state Florida, without regard to its conflicts of law principles. With respect to any action arising out of this Agreement, the parties accept the exclusive jurisdiction of the state courts in Florida, and agree that venue shall lie exclusively in Broward County, Florida.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth below.

**SANTA ANA UNIFIED
SCHOOL DISTRICT**

By: _____

Print Name: _____

Title: _____

Date: _____

NOVA SOUTHEASTERN UNIVERSITY, INC.

By: _____
Jorge Blanco, CPA

Title: Comptroller, Abraham S. Fischler School of
Education

Date: _____

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Adoption of Resolution No. 14/15-3031 – Approval of Amendment 1 to Revise Authorized Signatories for Santa Ana Unified School District Cooperative Program Agreement with State of California Department of Rehabilitation for 2013-16 School Years**

ITEM: **Consent**

SUBMITTED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

PREPARED BY: **Doreen Lohnes, Assistant Superintendent, Support Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of amendment 1 to Resolution No. 14/15-3031 to revise authorized signatories for the Santa Ana Unified School District cooperative agreement with the State of California Department of Rehabilitation (DOR). This is a continuation of an ongoing agreement with DOR which provides funding for job skills training and job placement for students with disabilities for 2013-16 school year. This resolution was previously Board approved on March 12, 2013.

RATIONALE:

Through the Transition Partnership Program, the District currently provides training for employment skills and linkages to employers post graduation for 105 special education juniors, seniors, and other students, ages 16-22, in the Adult Transition Program. The resolution is required to enter into a contract with the State of California DOR to provide the necessary funding.

The Board is requested to adopt this resolution to revise authorized signatories.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 14/15-3031 to approve amendment 1 to revise the authorized signatories for Santa Ana Unified School District Cooperative Program Agreement with State of California Department of Rehabilitation for 2013-16 school years.

BOARD RESOLUTION

DR 324 (Rev 9/2011)

FULL Name of Corporation or Public Agency
Santa Ana Unified School District

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation (DOR), and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement.

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person/position

Name/Position of Person Authorized to Sign Agreement

Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute any and all documents required by DOR to effectuate the execution of said Agreement and all amendments. This authorization shall remain in effect until the expiration of the agreement and shall automatically expire at that time, unless earlier revoked or extended by the Board of Directors.


CERTIFICATION

I, the Recording Secretary named below, hereby certify that the foregoing resolution was duly and regularly adopted by the Board of Directors or Board of Trustees of above-named corporation or public agency at a meeting of said Board regularly called and convened at which a quorum of said Board of Directors or Board of Trustees was present and voting, and that said resolution was adopted by a vote of the majority of all Directors or Trustees present at said meeting.

IN WITNESS WHEREOF, I have hereunto set my hand as Recording Secretary of said corporation or public agency.

Address Where Board Meeting Held

1601 E. Chestnut Ave. Santa Ana, CA 92701





Date of Board Meeting	Signature of Recording Secretary	Date Signed
September 9, 2014		

GRANT/CONTRACT SIGNATURE AUTHORIZATION


DR 325 (Rev. 12/98) Computer Generated

GRANTEE/CONTRACTOR:	SUBGRANTEE/CONTRACTEE: (Legal Corporation/Public Agency Name & Address)
STATE OF CALIFORNIA Department of Rehabilitation 721 Capitol Mall Sacramento, California 95814	Santa Ana Unified School District 1601 E. Chestnut Ave. Santa Ana, CA 92701

The following persons are authorized to request reimbursement of expenses incurred as a result of the agreement between the Grantee/Contractor and Subgrantee/Contractee named above:

Signature 	Name (Please Type or Print) Stefanie P. Phillips, Ed.D.	Title (Please Type or Print) Deputy Superintendent, Operation
Signature 	Name (Please Type or Print) Doreen Lohnes	(Please Type or Print) Assistant Superintendent, Support Services
Signature 	Name (Please Type or Print) Anthony Wold, Ed.D.	(Please Type or Print) Executive Director, Business Operations
Signature 	Name (Please Type or Print)	(Please Type or Print)

I hereby delegate authority to request reimbursement of expenses as shown above.

Authorized Signature per Board Resolution 	Name (Please Type or Print)	Date Signed
--	-----------------------------	-------------

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Ratification of Purchase Order Summary and Listing of Orders
\$25,000 and Over for Period of July 23, 2014 through August 26, 2014

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Purchase Order Summary and Listing of Orders \$25,000 and over for the period of July 23, 2014 through August 26, 2014.

RATIONALE:

The Purchase Order Summary consists of all orders created during the period of July 23, 2014 through August 26, 2014. A detailed listing is also included for orders \$25,000 and over for various items and services. These are new or revised purchase orders that have been previously approved on the contracts report.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Purchase Order Summary and Listing of Orders \$25,000 and over for the period of July 23, 2014 through August 26, 2014.



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D.
Deputy Superintendent, Operations

Richard L. Miller, Ph.D., Superintendent

Date: September 2, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO
Subject: Purchase Order Summary: From 23-JUL-2014 through 26-AUG-2014

Fund 01 General Fund	\$19,126,030.31
Fund 12 Child Development	\$880.00
Fund 13 Cafeteria Fund	\$972,654.68
Fund 14 Deferred Maintenance Fund	\$924,669.52
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$50,000.00
Fund 25 Capital Facilities Fund	\$1,163,527.50
Fund 29 Measure G	\$1,063,061.01
Fund 35 County School Facilities Fund	\$835,625.95
Fund 40 Special Reserve Fund	\$286,690.82
Fund 49 Capital Project Fund for Blended Component Units (CFD)	\$425,957.12
Fund 68 Workers' Compensation	\$554,980.05
Fund 69 Health & Welfare	\$9,192.00
Fund 81 Property & Liability	\$2,391,057.07

Grand Total: \$26,187,190.46

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 558-5501

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • José Alfredo Hernández, J.D., Vice President
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 01 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
298761	P & R PAPER SUPPLY, CO.		
	Child Nutrition: Stores	NUTRITION SERVICES	\$94,720.95
	School Programs		
299946	FOLLETT SCHOOL SOLUTIONS, INC.		
	Lottery: Textbooks	STATE TEXTBOOKS	\$31,364.35
	Instructional Materials		
310055	KRUEGER INTERNATIONAL, INC. dba KI, INC.		
	QZAB 2005	SPURGEON INTERMEDIATE SCHOOL	\$59,537.50
310059	BEACON DAY SCHOOL, INC.		2014/06/10
	Special Education Sub-Agreements for SPECIAL EDUCATION Services		\$26,000.00
	Special Education Non Public Schools SPECIAL EDUCATION Contracts		\$25,000.00
310062	MARDAN CENTER OF EDUCATION THERAPY		2014/06/10
	Special Education Sub-Agreements for SPECIAL EDUCATION Services		\$83,000.00
	Special Education Non Public Schools SPECIAL EDUCATION Contracts		\$25,000.00
310118	COMMERCIAL AQUATIC SERVICES, INC.		
	Ongoing & Major Maintenance	BUILDING SERVICES	\$60,000.00
	Maintenance Account Contracts Repairs		
310201	RED ROCK CANYON SCHOOL ADOLESCENT RESIDENTIAL TRE		2014/06/10
	Special Education Sub-Agreements for SPECIAL EDUCATION Services		\$29,500.00
	Special Education Non Public Schools SPECIAL EDUCATION Contracts		\$25,000.00
	Special Ed: Mental Health Services Sub-Agreements for SPECIAL EDUCATION Services		\$217,360.00
	Special Ed: Mental Health Services Non Public Schools SPECIAL EDUCATION Contracts		\$25,000.00
310269	GRAYBAR		
	QZAB 2005	SPURGEON INTERMEDIATE SCHOOL	\$32,858.84
310487	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE CO.		
	Child Nutrition: Food Inventory	NUTRITION SERVICES	\$250,000.00
	School Programs Site Distribution		

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 02 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
310517	DELL MARKETING, L.P.		
Common Core State Standards (CCSS)	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION	\$446,250.00
310518	AREY JONES EDUCATIONAL SOLUTIONS		
Common Core State Standards (CCSS)	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION	\$303,251.00
310619	FOLLETT SCHOOL SOLUTIONS, INC.		
Lottery: Instructional Materials	Other Contracts	TECHNOLOGY	\$59,720.45
310629	TJ JANCA CONSTRUCTION, INC.		
QZAB 2005		SPURGEON INTERMEDIATE SCHOOL	\$75,400.00
310673	APPROACH LEARNING AND ASSESSMENT CENTER, INC.		2014/06/10
Special Education	Sub-Agreements for SPECIAL EDUCATION Services		\$217,798.00
Special Education	Non Public Schools Contracts	SPECIAL EDUCATION	\$25,000.00
310675	NORTHWEST EVALUATION ASSOCIATION		2014/06/24
LCFF-Supplemental/Concentration	Other Contracts	SECONDARY DIVISION	\$534,921.00
310676	RENAISSANCE LEARNING, INC.		2014/06/24
LCFF-Supplemental/Concentration	Other Contracts	ELEMENTARY DIVISION	\$131,244.64
LCFF-Supplemental/Concentration	Other Contracts	SECONDARY DIVISION	\$131,244.64
Ed Technology K-12 Voucher - Microsoft	Other Contracts	TECHNOLOGY	\$262,088.21
310680	FOLLETT SCHOOL SOLUTIONS, INC.		
Lottery: Instructional Materials	Textbooks	STATE TEXTBOOKS	\$36,331.50
310687	ATKINSON, ANDELSON, LOYA, RUUD & ROMO		2014/06/24
Unrestricted Discretionary Accounts	Legal Audit and Election Contracts	BUSINESS SERVICES DIVISION	\$250,000.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 03 of 14

PO No.	Vendor	BOA Date
Funding	Description	Location
		Amount
310690	ENCYCLOPEDIA BRITANNICA, INC. Ed Technology K-12 Other Contracts Voucher - Microsoft	TECHNOLOGY \$28,945.00
310698	COMMERCIAL AQUATIC SERVICES, INC. Deferred Maintenance Maintenance Fund	BUILDING SERVICES Contracts Repairs \$37,582.38
310700	SQUARE-1 DESIGN GROUP Child Nutrition: School Programs	Building Architect NUTRITION SERVICES \$50,000.00
310702	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE CO. Child Nutrition: School Programs	Food Inventory SIERRA PREPARATORY Site Distribution ACADEMY \$5,000.00
	Child Nutrition: School Programs	Food Inventory MACARTHUR Site Distribution FUNDAMENTAL INTERMEDIATE SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory LATHROP Site Distribution INTERMEDIATE SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory SANTA ANA HIGH Site Distribution SCHOOL \$10,000.00
	Child Nutrition: School Programs	Food Inventory VALLEY HIGH SCHOOL Site Distribution \$10,000.00
	Child Nutrition: School Programs	Food Inventory CARR INTERMEDIATE Site Distribution SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory WILLARD Site Distribution INTERMEDIATE SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory MCFADDEN Site Distribution INTERMEDIATE SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory SADDLEBACK HIGH Site Distribution SCHOOL \$10,000.00
	Child Nutrition: School Programs	Food Inventory SPURGEON Site Distribution INTERMEDIATE SCHOOL \$5,000.00
	Child Nutrition: School Programs	Food Inventory VILLA FUNDAMENTAL Site Distribution INTERMEDIATE SCHOOL \$5,000.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 04 of 14

PO No.	Vendor			BOA Date
Funding	Description	Location	Amount	
310702	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE CO.			
Child Nutrition:	Food Inventory	CENTURY HIGH SCHOOL	\$10,000.00	
School Programs	Site Distribution			
Child Nutrition:	Food Inventory	GODINEZ FUNDAMENTAL	\$10,000.00	
School Programs	Site Distribution	HIGH SCHOOL		
Child Nutrition:	Food Inventory	MENDEZ FUNDAMENTAL	\$5,000.00	
School Programs	Site Distribution	INTERMEDIATE SCHOOL		
Child Nutrition:	Food Inventory	SEGERSTROM HIGH	\$10,000.00	
School Programs	Site Distribution	SCHOOL		
310736	NHR NEWCO HOLDINGS, LLC. dba CURVATURE, LLC.			
Unrestricted	Equipment	TECHNOLOGY	\$47,000.00	
Discretionary	Maintenance	INNOVATION SERVICES		
Accounts	Supplies			
310749	NOVARUM, INC.			2014/06/10
Unrestricted	Consultant	TECHNOLOGY	\$40,000.00	
Discretionary	Noninstructional	INNOVATION SERVICES		
Accounts				
310751	CSM CONSULTING, INC.			2014/06/10
Unrestricted	Consultant	TECHNOLOGY	\$85,000.00	
Discretionary	Noninstructional	INNOVATION SERVICES		
Accounts				
310752	DT-COMP, INC.			2014/06/10
Unrestricted	Consultant	TECHNOLOGY	\$100,000.00	
Discretionary	Noninstructional	INNOVATION SERVICES		
Accounts				
310759	RANDOLPH P. JONES, M.D. dba JOHN G. ALEVIZOS, D.O.			2014/06/10
Medi-Cal Billing	Sub-Agreements for	PUPIL SUPPORT	\$5,000.00	
Option	Services	SERVICES		
Medi-Cal Billing	Consultants	PUPIL SUPPORT	\$25,000.00	
Option	Instructional	SERVICES		
310764	S. DANIEL HARBOTTLE dba HARBOTTLE LAW GROUP			2014/06/30
Special Education	Legal Audit and	SPECIAL EDUCATION	\$75,000.00	
	Election Contracts			
310765	SHEILA DOCTORS dba MSD PROFESSIONAL CONSULTANTS			2014/06/10
Special Education	Sub-Agreements for	SPECIAL EDUCATION	\$9,000.00	
	Services			
Special Education	Consultants	SPECIAL EDUCATION	\$25,000.00	
	Instructional			

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 05 of 14

PO No.	Vendor			BOA Date
Funding	Description	Location	Amount	
310773	LISA SCHOOLER		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$13,436.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310774	AGATHA THERESA (KATIE) RIVKIND		2015/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$21,860.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310775	PAUL ARATA		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$54,692.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310776	TAMMY SHELTON, MA, LMFT		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$54,692.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310777	CHARLES ROBERT SPICER		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$54,692.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310778	MICHELLE ROTH		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$13,436.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	
310779	JOSEPH CAVINS		2014/06/10	
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$54,692.00	
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00	

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 06 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
310780	TARA NOEL SIBERT		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$13,436.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310781	KIM NGA DUONG		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$17,540.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310782	RODOLFO GOMEZ		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$31,904.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310783	RUTH LYNCH		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$24,248.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310795	FRANK A. MISCIONE		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$17,540.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310796	CHRISTINA ZANDI		
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$25,748.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00
310797	DEBRA HELEN SOLSENG		2014/06/10
Special Ed: Mental Health Services	Sub-Agreements for SPECIAL EDUCATION Services		\$17,540.00
Special Ed: Mental Health Services	Consultants Instructional	SPECIAL EDUCATION	\$25,000.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 07 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
310798	LINDA ROBERTSON, MARRIAGE AND FAMILY THERAPIST, Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$13,436.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310799	LISA HARTMAN Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$5,780.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310800	MELODY FOXX dba OFFICE OF MELODY FOXX, PSY.D. Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$25,748.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310801	REBECA JUAREZ Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$54,692.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310803	JAMES JOSEPH LOESCH Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$54,692.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310804	MAXINE LANGDON Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$54,692.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00
310805	STEVEN MOODY Special Ed: Mental Sub-Agreements for SPECIAL EDUCATION Health Services Services		2014/06/10 \$13,436.00
	Special Ed: Mental Consultants Health Services Instructional	SPECIAL EDUCATION	\$25,000.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 08 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
310820	DRIFTWOOD DAIRY		
Child Nutrition:	Food Inventory	NUTRITION SERVICES	\$85,000.00
School Programs	Site Distribution		
310825	CALIFORNIA SCHOOL BOARDS ASSOCIATION		2014/06/10
Unrestricted	Dues and	BOARD OF EDUCATION	\$31,056.00
Discretionary	Memberships		
Accounts			
310831	COUNCIL OF THE GREAT CITY SCHOOLS		2014/06/10
Unrestricted	Dues and	BUSINESS SERVICES	\$41,793.00
Discretionary	Memberships	DIVISION	
Accounts			
310850	ATKINSON, ANDELSON, LOYA, RUUD & ROMO		2014/06/24
Unrestricted	Legal Audit and	HUMAN RESOURCES	\$900,000.00
Discretionary	Election Contracts	DIVISION	
Accounts			
310851	BALFOUR BEATTY CONSTRUCTION		
Measure G Series E	Construction	WILSON ELEMENTARY	\$145,600.00
	Managers Fees	SCHOOL	
310852	POWER PLUS		
Measure G Series E		MITCHELL CHILD	\$45,000.00
		DEVELOPMENT CENTER	
310856	DIGITAL NETWORKS GROUP, INC.		
QZAB 2005		SPURGEON	\$59,310.05
		INTERMEDIATE SCHOOL	
310858	DIGITAL NETWORKS GROUP, INC.		
QZAB 2005		SPURGEON	\$79,133.95
		INTERMEDIATE SCHOOL	
310866	SANDY PRINGLE ASSOCIATE		
OPSC School	Building	WILSON ELEMENTARY	\$164,916.00
Facilities Bond	Inspection	SCHOOL	
310867	BALFOUR BEATTY CONSTRUCTION		
OPSC School	Construction	MITCHELL CHILD	\$564,410.36
Facilities Bond	Managers Fees	DEVELOPMENT CENTER	
310868	BALFOUR BEATTY CONSTRUCTION		
Measure G Series E	Construction	WILLARD	\$34,318.20
	Managers Fees	INTERMEDIATE SCHOOL	
310869	BALFOUR BEATTY CONSTRUCTION		
Measure G Series E	Construction	WILSON ELEMENTARY	\$314,060.00
	Managers Fees	SCHOOL	

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 09 of 14

PO No.	Vendor			BOA Date
Funding	Description	Location		Amount
310874	TWINING CONSULTING, INC.			
Fund 40 QZAB Solar	Building Lab Tests	CARR INTERMEDIATE		\$42,483.00
Energy Savings 2012	Construction	SCHOOL		
310880	UNISOURCE WORLDWIDE, INC.			
Ongoing & Major	Non-Capitalized	BUILDING SERVICES		\$29,079.48
Maintenance Account	Equipment			
310911	HEIDELBERG USA, INC.			
General Fund	PUBLICATIONS	PUBLICATIONS		\$50,000.00
	INVENTORY			
310942	WAXIE SANITARY SUPPLY			
Unrestricted	Custodial Supplies	BUILDING SERVICES		\$54,080.00
Discretionary				
Accounts				
310943	SANTA ANA COLLEGE			
Special Education	Other Contracts	TRANSITION PROGRAMS		\$32,000.00
310945	OCTA			
Special Education	Transportation	TRANSITION PROGRAMS		\$25,000.00
	Contracts Other			
310946	BANC OF AMERICA LEASING AND CAPITAL, LLC			
Capital Facilities	Debt Service	DISTRICTWIDE		\$38,281.84
Fund	Interest			
Capital Facilities	Other Debt Service	DISTRICTWIDE		\$999,526.00
Fund	Principal			
310949	ALLIANCE OF SCHOOLS FOR COOPERATIVE INSURANCE PRO			
Property &	Other Insurance	RISK MANAGEMENT		\$2,383,633.00
Liability				
310950	YORK INSURANCE SERVICES GROUP, INC. - CALIFORNIA			
Workers'	Other Contracts	RISK MANAGEMENT		\$45,000.00
Compensation				
310955	DAVE BANG ASSOCIATES, INC.			
Measure G Series E	Other Equipment	WILSON ELEMENTARY		\$29,622.30
		SCHOOL		
310958	PJHM ARCHITECTS, INC.			
Measure G Series E	Building Architect	KING ELEMENTARY		\$67,601.50
		SCHOOL		
311012	ARAMARK			
Child Nutrition:	Uniforms for	NUTRITION SERVICES		\$36,000.00
School Programs	Personnel/Students			

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 10 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
311050	AREY JONES EDUCATIONAL SOLUTIONS		
Fund 40 QZAB Solar	Other Equipment	SEGERSTROM HIGH SCHOOL	\$37,505.79
Energy Savings 2012			
311089	WAXIE SANITARY SUPPLY		
General Fund	Stores	WAREHOUSE AND DELIVERY	\$27,424.00
311096	DELL MARKETING L.P.		
Common Core State Standards (CCSS)	Non-Capitalized Equipment	EDUCATIONAL SERVICES DIVISION	446,250.00
311109	PRIEST CONSTRUCTION SERVICES, INC.		
Measure G Series E	Building Inspection	MITCHELL CHILD DEVELOPMENT CENTER	\$61,368.00
311110	PRIEST CONSTRUCTION SERVICES, INC.		
Fund 40 QZAB Solar	Building	CENTURY HIGH SCHOOL	\$82,000.00
Energy Savings 2012	Inspection		
311111	PRIEST CONSTRUCTION SERVICES, INC.		
Fund 40 QZAB Solar	Building	CARR INTERMEDIATE SCHOOL	\$30,000.00
Energy Savings 2012	Inspection		
311113	WALTERS WHOLESALE ELECTRIC		
Measure G Series E		WILLARD INTERMEDIATE SCHOOL	\$26,703.60
311116	NINYO & MOORE GEOTECHNICAL & ENVIROMENTAL SCIENCE		
OPSC School	Building	WILSON ELEMENTARY SCHOOL	\$67,818.50
Facilities Bond	Inspection		
311118	TURNING POINT CENTER FOR FAMILIES		
Medi-Cal Billing Option	Sub-Agreements for Services	PUPIL SUPPORT SERVICES	\$10,000.00
Medi-Cal Billing Option	Consultants Instructional	PUPIL SUPPORT SERVICES	\$25,000.00
311125	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP		
Workers' Compensation	W/C Claims Classified	RISK MANAGEMENT	\$500,000.00
311130	BEN'S ASPHALT, INC.		
Deferred Maintenance Fund		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$72,000.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 11 of 14

PO No. Vendor BOA Date

Funding Description Location Amount

311135 TAYLOR TENNIS COURTS, INC.
 Ongoing & Major Maintenance BUILDING SERVICES \$45,000.00
 Maintenance Account Contracts Repairs

311142 SCHOLASTIC READING COUNTS
 Ed Technology K-12 Other Contracts TECHNOLOGY \$43,116.25
 Voucher - Microsoft

311148 ORANGE COUNTY HIGH SCHOOL OF THE ARTS
 General Fund Charter School In Undefined \$2,767,388.00
 Lieu Property Tax
 Transfers

311149 ORANGE COUNTY EDUCATIONAL ARTS ACADEMY
 General Fund Charter School In Undefined \$818,530.00
 Lieu Property Tax
 Transfers

311150 EL SOL SCIENCE AND ARTS ACADEMY
 General Fund Charter School In Undefined \$1,178,984.00
 Lieu Property Tax
 Transfers

311151 EDWARD B. COLE, SR. ACADEMY
 General Fund Charter School In Undefined \$521,905.00
 Lieu Property Tax
 Transfers

311152 NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL
 General Fund Charter School In Undefined \$619,167.00
 Lieu Property Tax
 Transfers

311172 GREEN GIANT LANDSCAPE, INC.
 Deferred Building WASHINGTON \$274,905.00
 Maintenance Fund Contractor ELEMENTARY SCHOOL

311174 EL SOL SCIENCE AND ARTS ACADEMY
 General Fund Charter School In Undefined \$1,091,469.00
 Lieu Property Tax
 Transfers

311210 EL SOL SCIENCE AND ARTS ACADEMY
 General Fund Charter School In Undefined \$1,178,984.00
 Lieu Property Tax
 Transfers

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 12 of 14

PO No.	Vendor			BOA Date
Funding	Description	Location	Amount	
311234	L A FEDERAL ARMORED			
Child Nutrition:	Sub-Agreements for	NUTRITION SERVICES	\$20,000.00	
School Programs	Services			
Child Nutrition:	Armored Car	NUTRITION SERVICES	\$25,000.00	
School Programs	Service Cafeteria			
311252	PARLANT TECHNOLOGY, INC. dba PARENTLINK			
Unrestricted	Maintenance	TECHNOLOGY	\$82,591.75	
Discretionary	Contracts Repairs	INNOVATION SERVICES		
Accounts				
311267	AT&T CALIFORNIA			
Common Core State	Non-Capitalized	EDUCATIONAL	\$95,559.11	
Standards (CCSS)	Equipment	SERVICES DIVISION		
311275	TURNING POINT CENTER FOR FAMILIES		2014/06/10	
Medi-Cal Billing	Sub-Agreements for	PUPIL SUPPORT	\$10,000.00	
Option	Services	SERVICES		
Medi-Cal Billing	Consultants	PUPIL SUPPORT	\$25,000.00	
Option	Instructional	SERVICES		
311281	AT&T DATACOMM, INC. dba AT&T DATACOMM			
Common Core State	Non-Capitalized	EDUCATIONAL	\$95,559.11	
Standards (CCSS)	Equipment	SERVICES DIVISION		
311339	BEN'S ASPHALT, INC.			
Deferred	Maintenance	BUILDING SERVICES	\$48,915.00	
Maintenance Fund	Contracts Repairs			
311340	DOLINKA GROUP, LLC			
Capital Facilities	Consultant	FACILITIES/GOVERNMENTAL	\$75,000.00	
Fund	Noninstructional	RELATIONS		
Community	Consultant	FACILITIES/GOVERNMENTAL	\$25,000.00	
Facilities District	Noninstructional	RELATIONS		
2005 Central Park				
311341	ORBACH, HUFF AND SUAREZ, LLP			
Unrestricted	Consultant	FACILITIES/GOVERNMENTAL	\$3,500.00	
Discretionary	Noninstructional	RELATIONS		
Accounts				
Cell Leases	Other Contracts	FACILITIES/GOVERNMENTAL	\$4,000.00	
Facilities		RELATIONS		
SAUSD GO Bond, 2008	Plans All Other	FACILITIES/GOVERNMENTAL	\$50,000.00	
Election, Series A	Printing, etc.	RELATIONS		

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 13 of 14

PO No.	Vendor		BOA Date
Funding	Description	Location	Amount
311341	ORBACH, HUFF AND SUAREZ, LLP		
Capital Facilities Fund	Plans All Other Printing, etc.	FACILITIES/GOVERNMENTAL RELATIONS	\$25,000.00
SCE CA Solar Initiative CSI	Plans All Other Printing, etc.	FACILITIES/GOVERNMENTAL RELATIONS	\$17,500.00
311342	RAYBURN CORPORATION		
Measure G Series E		FACILITIES/GOVERNMENTAL RELATIONS	\$85,000.00
311345	APEX LEARNING		
Unrestricted Discretionary Accounts	Other Contracts	ALTERNATIVE EDUCATION	\$3,096.00
Unrestricted Discretionary Accounts	Other Contracts	SANTA ANA HIGH SCHOOL	\$30,027.00
Unrestricted Discretionary Accounts	Other Contracts	CENTURY HIGH SCHOOL	\$15,478.00
Unrestricted Discretionary Accounts	Other Contracts	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$7,739.00
Unrestricted Discretionary Accounts	Other Contracts	MIDDLE COLLEGE HIGH SCHOOL	\$2,477.00
Unrestricted Discretionary Accounts	Other Contracts	SEGERSTROM HIGH SCHOOL	\$4,953.00
LCFF-Supplemental/Concentration	Other Contracts	ALTERNATIVE EDUCATION	\$7,429.00
IASA: Title I Basic Grants Low-Income	Other Contracts	LORIN GRISET ACADEMY	\$8,049.00
IASA: Title I Basic Grants Low-Income	Other Contracts	VALLEY HIGH SCHOOL	\$9,287.00
IASA: Title I Basic Grants Low-Income	Other Contracts	SADDLEBACK HIGH SCHOOL	\$12,382.00

SAUSD Board of Education Purchase Order Listing \$25,000 and Over

From 23-JUL-2014 Through 26-AUG-2014 Page: 14 of 14

PO No.	Vendor	BOA Date
Funding	Description	Location
		Amount
311345	APEX LEARNING	
	IASA: Title I Basic Other Contracts	CHAVEZ CONTINUATION
	Grants Low-Income	HIGH SCHOOL
		\$7,429.00
311365	SCHOLASTIC, INC.	
	IASA: Title I Basic Sub-Agreements for	STUDENT ACHIEVEMENT
	Grants Low-Income	Services
		\$33,004.42
	IASA: Title I Basic Consultants	STUDENT ACHIEVEMENT
	Grants Low-Income	Instructional
		\$23,930.80
311367	REFRIGERATION CONTROL CO., INC.	
	Child Nutrition: Maintenance	NUTRITION SERVICES
	School Programs	Contracts Repairs
		\$25,000.00
311381	ROSSIER PARK JUNIOR/SENIOR HIGH SCHOOL	2015/06/10
	Special Education	Sub-Agreements for SPECIAL EDUCATION
		Services
		\$132,279.00
311383	ROSSIER PARK JUNIOR/SENIOR HIGH SCHOOL	2014/06/10
	Special Education	Sub-Agreements for SPECIAL EDUCATION
		Services
		\$185,961.00
	Special Education	Non Public Schools SPECIAL EDUCATION
		Contracts
		\$25,000.00
311387	APPLE, INC.	
	Unrestricted	Materials &
	Discretionary	Supplies/Software
	Accounts	GODINEZ FUNDAMENTAL
		HIGH SCHOOL
		\$1,270.00
	Unrestricted	Non-Capitalized
	Discretionary	Equipment
	Accounts	GODINEZ FUNDAMENTAL
		HIGH SCHOOL
		\$25,110.00

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Ratification of Expenditure Summary and Warrant Listing for Period of July 23, 2014 through August 26, 2014**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Christeen Betz, Director, Accounting**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Expenditure Summary and Warrant Listing for the expenditures \$25,000 and over on a bi-monthly basis.

RATIONALE:

The Expenditure Summary consists of all warrants created during the period of July 23, 2014 through August 26, 2014. A detailed listing for expenditures \$25,000 and over is also included. These items have already been submitted in the prior month's Purchase Order report.

FUNDING:

Not Applicable

RECOMMENDATION:

Ratify Expenditure Summary and Warrant Listing of expenditures over \$25,000 for the period of July 23, 2014 through August 26, 2014.



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D.
*Deputy Superintendent,
Operations, CBO*

Richard L. Miller, Ph.D., Superintendent

Date: August 26, 2014
To: Richard L. Miller, Ph.D., Superintendent
From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations
Subject: Expenditures Summary: From 23-JUL-2014 through 26-AUG-2014

Fund 01 General Fund	\$5,089,515.21
Fund 09 Charter School Fund	\$323.78
Fund 12 Child Development	\$4,180.10
Fund 13 Cafeteria Fund	\$559,051.93
Fund 14 Deferred Maintenance Fund	\$326,979.64
Fund 24 SAUSD GO Bond, 2008 Election, Series A Building Fund	\$1,140.00
Fund 25 Capital Facilities Fund	\$89,695.93
Fund 29 Measure G	\$175,557.17
Fund 35 County School Facilities Fund	\$878,531.40
Fund 40 Special Reserve Fund	\$56,432.02
Fund 49 Capital Project Fund for Blended Component	\$20,358.42
Fund 68 Workers' Compensation	\$297,720.69
Fund 69 Health & Welfare	\$6,400,828.31
Fund 81 Property & Liability	\$2,440,565.10
Fund 95 Associated Student Body	\$300,000.00
Total Expenditures:	\$16,640,879.70

Prepared By: Christeen Betz, Director, Accounting

1601 East Chestnut Avenue, Santa Ana, CA 92701-6322, (714) 558-5501

BOARD OF EDUCATION

Audrey Yamagata-Noji, Ph.D., President • José Alfredo Hernández, J.D., Vice President
Rob Richardson, Clerk • John Palacio, Member • Cecilia "Ceci" Iglesias, Member

SAUSD Board of Education Warrant Listing

July 23, 2014

Page 1 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84196228	SHI INTERNATIONAL CORP. Unrestricted Discretionary Accounts	DISTRICTWIDE	\$138,672.40
84196150	SOUTHERN CALIFORNIA EDISON Unrestricted Discretionary Accounts	DISTRICTWIDE	\$77,989.18
84196152	CATAPULT LEARNING WEST, LLC IASA: Title I Basic Grants Low-Income and Neglected, Part A	NONPUBLIC SCHOOLS	\$29,863.52
84196158	EAGLE SOFTWARE Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$57,045.00
84196160	ECS IMAGING, INC. Unrestricted Discretionary Accounts	DISTRICTWIDE	\$30,064.00
84196162	ESCHOLAR, LLC. Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$74,687.00
84196170	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Education	SPECIAL EDUCATION	\$79,993.35
84196184	XEROX CORPORATION Unrestricted Discretionary Accounts	DISTRICTWIDE	\$93,137.60
84196189	AREY JONES EDUCATIONAL SOLUTIONS Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$33,338.58
84196148	CITY OF SANTA ANA Unrestricted Discretionary Accounts	DISTRICTWIDE	\$53,587.26
84196218	ORANGE COUNTY HIGH SCHOOL OF THE ARTS Special Education	SPECIAL EDUCATION	\$114,050.18

SAUSD Board of Education Warrant Listing

July 23, 2014

Page 2 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84196233	U S BANK - CAL CARD		\$58,967.60
	Donations (Miscellaneous)	MCFADDEN INTERMEDIATE SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		VALLEY HIGH SCHOOL	
	Economic Impact Aid	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		SIERRA PREPARATORY ACADEMY	
	Economic Impact Aid-LEP	SIERRA PREPARATORY ACADEMY	
	Gear Up IV (RSCC Fiscal Agent)	SECONDARY DIVISION	
	Head Start	CHILD DEVELOPMENT	
	High School Inc.	VALLEY HIGH SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	DAVIS ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		STUDENT ACHIEVEMENT	
		WASHINGTON ELEMENTARY SCHOOL	
	MediCal Administrative Activities (MAA)	PUPIL SUPPORT SERVICES	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
	Special Education	SPECIAL EDUCATION	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT	
		BOARD OF EDUCATION	
		GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		MACARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	

SAUSD Board of Education Warrant Listing

July 23, 2014

Page 3 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		MIDDLE COLLEGE HIGH SCHOOL	
		MONTE VISTA ELEMENTARY SCHOOL	
		PUPIL SUPPORT SERVICES	
		SCHOOL POLICE SERVICES	
		SECONDARY DIVISION	
		SIERRA PREPARATORY ACADEMY	
		SUPERINTENDENT'S OFFICE	
		VALLEY HIGH SCHOOL	
84196202	CONTINUANT, INC. Unrestricted Discretionary Accounts	DISTRICTWIDE	\$75,911.77
Fund 13 Cafeteria Fund			
84196254	GOLD STAR FOODS Child Nutrition: School Programs	CENTURY HIGH SCHOOL	\$44,493.05
		NUTRITION SERVICES	
		SADDLEBACK HIGH SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	
Fund 35 County School Facilities Fund			
84196273	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	KING ELEMENTARY SCHOOL	\$91,847.94
84196271	JL COBB PAINTING Fund 35 OPSC School Facilities Bond Projects	CARR INTERMEDIATE SCHOOL	\$33,725.00
84196272	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	\$137,925.62

SAUSD Board of Education Warrant Listing

July 23, 2014

Page 4 of 4

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 69 Health & Welfare			
84196280	BLUE SHIELD OF CALIFORNIA		\$3,151,341.40
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84196281	DELTACARE USA		\$45,411.84
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84196282	KAISER FOUNDATION HEALTH PLAN		\$1,233,452.13
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84196283	SANTA ANA UNIFIED SCHOOL DISTRICT		\$500,000.00
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
84196286	VISION SERVICE PLAN		\$37,730.09
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
Grand Total:			\$6,193,234.51

SAUSD Board of Education Warrant Listing

July 30, 2014

Page 1 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84196331	COMMERCE PRINTING SERVICES		\$28,871.10
	Lottery: Instructional Materials	STATE TEXTBOOKS	
84196291	CITY OF SANTA ANA		\$86,985.99
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84196293	SOUTHERN CALIFORNIA EDISON		\$61,475.45
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84196294	ATKINSON, ANDELSON, LOYA, RUUD & ROMO		\$36,610.36
	Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	
		HUMAN RESOURCES DIVISION	
84196297	CONSORTIUM ON REACHING EXCELLENCE IN		\$25,067.00
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	STAFF DEVELOPMENT	
84196304	ESCHOOL SOLUTIONS, INC.		\$25,818.00
	Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	
84196317	XEROX CORPORATION		\$51,898.36
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84196289	AT&T		\$40,915.46
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84196321	APPLE, INC.		\$58,398.79
	Common Core State Standards (CCSS)	EDUCATIONAL SERVICES DIVISION	
	Special Education	SPECIAL EDUCATION	
	Unrestricted Discretionary Accounts	EDUCATIONAL SERVICES DIVISION	
	Unrestricted-School & Library Improvement BG (7395)	ELEMENTARY DIVISION	
84196334	COUNCIL OF THE GREAT CITY SCHOOLS		\$41,793.00
	Unrestricted Discretionary Accounts	BUSINESS SERVICES DIVISION	
84196351	OCTA		\$27,336.25
	IASA: Title I Migrant Ed Regular and Summer Program	MIGRANT EDUCATION	

SAUSD Board of Education Warrant Listing

July 30, 2014

Page 2 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84196366	VIRCO, INC. Unrestricted One-time Funds	DISTRICTWIDE	\$64,051.57
84196318	XEROX CORPORATION Fund 01 General Fund	PUBLICATIONS	\$45,108.20
	Unrestricted One-time Funds	PUBLICATIONS	

Fund 13 Cafeteria Fund

84196404	GOLD STAR FOODS Child Nutrition: School Programs	CENTURY HIGH SCHOOL NUTRITION SERVICES SANTA ANA HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL	\$80,300.48
----------	---	--	-------------

Fund 35 County School Facilities Fund

84196412	WILLIAMS SCOTSMAN, INC. Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	\$37,040.88
----------	---	-----------------------------------	-------------

Fund 68 Workers' Compensation

84196413	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' Fund 68 Workers' Compensation	RISK MANAGEMENT	\$42,658.99
----------	---	-----------------	-------------

Fund 69 Health & Welfare

84196415	SANTA ANA UNIFIED SCHOOL DISTRICT Health & Welfare - Active Employees Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS DISTRICT EMPLOYEE BENEFITS	\$500,000.00
----------	--	--	--------------

Fund 95 Associated Student Body

84196417	SANTA ANA UNIFIED SCHOOL DISTRICT STUDENT Fund 95 Associated Student Body	CASH ACCOUNT	\$300,000.00
----------	--	--------------	--------------

Grand Total: **\$1,554,329.88**

SAUSD Board of Education Warrant Listing

August 06, 2014

Page 1 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84196489	AWARD PUBLISHING, LTD. Unrestricted-School & Library Improvement BG (7395)	ELEMENTARY DIVISION	\$25,870.00
84196488	APPLE, INC. Common Core State Standards (CCSS) IASA: Title I Basic Grants Low-Income and Neglected, Part A Special Education Unrestricted Discretionary Accounts	EDUCATIONAL SERVICES DIVISION WASHINGTON ELEMENTARY SCHOOL SPECIAL EDUCATION BUSINESS SERVICES DIVISION ELEMENTARY DIVISION	\$27,417.26
84196425	FOLLETT SCHOOL SOLUTIONS, INC. Lottery: Instructional Materials	TECHNOLOGY	\$59,720.45
84196420	SOUTHERN CALIFORNIA EDISON Head Start Unrestricted Discretionary Accounts	CHILD DEVELOPMENT DISTRICTWIDE	\$544,004.00
84196418	CITY OF SANTA ANA Unrestricted Discretionary Accounts	DISTRICTWIDE	\$50,418.97
Fund 13 Cafeteria Fund			
84196525	GOLD STAR FOODS Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL NUTRITION SERVICES	\$29,675.59
84196524	GOLD STAR FOODS Child Nutrition: School Programs	GODINEZ FUNDAMENTAL HIGH SCHOOL MCFADDEN INTERMEDIATE SCHOOL NUTRITION SERVICES SADDLEBACK HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL	\$56,773.73

SAUSD Board of Education Warrant Listing

August 06, 2014

Page 2 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 14 Deferred Maintenance Fund			
84196540	ELITE SHEET METAL, INC.		\$44,315.00
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	
84196537	COMMERCIAL AQUATIC SERVICES, INC.		\$49,101.00
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	
84196535	ALLSTAR PAVING COMPANY, INC.		\$26,757.00
	Fund 01 General Fund	ACCOUNTING DEPARTMENT	
	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	
Fund 29 Measure G			
84196557	BALFOUR BEATTY CONSTRUCTION		\$46,754.80
	Fund 29 Measure G Series E	WILLARD INTERMEDIATE SCHOOL	
		WILSON ELEMENTARY SCHOOL	
Fund 35 County School Facilities Fund			
84196562	PALP INC, DBA EXCEL PAVING		\$141,982.39
	Fund 35 OPSC School Facilities Bond Projects	WILLARD INTERMEDIATE SCHOOL	
84196561	BALFOUR BEATTY CONSTRUCTION		\$43,529.88
	Fund 35 OPSC School Facilities Bond Projects	MITCHELL CHILD DEVELOPMENT CENTER	
Fund 69 Health & Welfare			
84196570	ALAMEDA COUNTY SCHOOLS INSURANCE GROUP (ACSIG)		\$403,668.93
	Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
Fund 81 Property & Liability			
84196572	ALLIANCE OF SCHOOLS FOR COOPERATIVE		\$2,383,633.00
	Fund 81 Property & Liability	RISK MANAGEMENT	
Grand Total:			\$3,933,622.00

SAUSD Board of Education Warrant Listing

August 13, 2014

Page 1 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84196720	ORANGE COUNTY HIGH SCHOOL OF THE ARTS		\$174,283.00
	Fund 01 General Fund	CASH ACCOUNT	
84196646	VIRCO, INC.		\$35,650.29
	Unrestricted One-time Funds	DISTRICTWIDE	
84196634	RENAISSANCE LEARNING, INC.		\$523,845.29
	Ed Technology K-12 Voucher - Microsoft	TECHNOLOGY	
	LCFF-Supplemental/Concentration	ELEMENTARY DIVISION	
		SECONDARY DIVISION	
84196602	AWARD PUBLISHING, LTD.		\$43,770.00
	LCFF-Supplemental/Concentration	ELEMENTARY DIVISION	
84196583	CAL PERS SAFETY		\$67,208.69
	Fund 01 General Fund	DISTRICT EMPLOYEE BENEFITS	
84196582	SOUTHERN CALIFORNIA EDISON		\$41,671.59
	Unrestricted Discretionary Accounts	DISTRICTWIDE	
84196577	ORANGE COUNTY EDUCATIONAL ARTS ACADEMY		\$48,681.00
	Fund 01 General Fund	CASH ACCOUNT	
84196576	NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL		\$34,109.00
	Fund 01 General Fund	CASH ACCOUNT	
84196575	EL SOL SCIENCE AND ARTS ACADEMY		\$87,515.00
	Fund 01 General Fund	CASH ACCOUNT	
84196574	EDWARD B. COLE, SR. ACADEMY		\$30,587.00
	Fund 01 General Fund	CASH ACCOUNT	

SAUSD Board of Education Warrant Listing

August 13, 2014

Page 2 of 2

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 40 Special Reserve Fund			
84196711	PRIEST CONSTRUCTION SERVICES, INC.		\$28,960.00
	Fund 40 QZAB Solar Energy Savings 2012	CARR INTERMEDIATE SCHOOL	
		CENTURY HIGH SCHOOL	
Fund 68 Workers' Compensation			
84196716	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP.		\$205,982.57
	Fund 68 Workers' Compensation	RISK MANAGEMENT	
Fund 81 Property & Liability			
84196718	CORVEL CORPORATION		\$49,410.99
	Fund 81 Property & Liability	RISK MANAGEMENT	
Grand Total:			\$1,371,674.42

SAUSD Board of Education Warrant Listing

August 20, 2014

Page 1 of 5

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84196879	U S BANK - CAL CARD		\$154,457.23
	Beginning Teacher-BTSA	STAFF DEVELOPMENT	
	Carol M White PEP Grant	SPECIAL PROJECTS/WELLNESS	
	Donations (Miscellaneous)	MARTIN ELEMENTARY SCHOOL	
		SUPERINTENDENT'S OFFICE	
	Economic Impact Aid	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	Global Business Academy [0190] VHS	VALLEY HIGH SCHOOL	
	Head Start	CHILD DEVELOPMENT	
	IASA: Title VII Emergency Immigrant Education Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARR INTERMEDIATE SCHOOL	
		CARVER ELEMENTARY SCHOOL	
		CENTURY HIGH SCHOOL	
		DAVIS ELEMENTARY SCHOOL	
		DIAMOND ELEMENTARY SCHOOL	
		ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		GARFIELD ELEMENTARY SCHOOL	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		HARVEY ELEMENTARY SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		KING ELEMENTARY SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
		LOWELL ELEMENTARY SCHOOL	
		PIO-PICO ELEMENTARY SCHOOL	

SAUSD Board of Education Warrant Listing

August 20, 2014

Page 2 of 5

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
		ROMERO-CRUZ ELEMENTARY SCHOOL	
		ROOSEVELT ELEMENTARY SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SEPULVEDA ELEMENTARY SCHOOL	
		SPURGEON INTERMEDIATE SCHOOL	
		STAFF DEVELOPMENT	
		STUDENT ACHIEVEMENT	
		WILLARD INTERMEDIATE SCHOOL	
	IASA: Title I Migrant Ed Regular and Summer Program	MIGRANT EDUCATION	
	Kinder Readiness Program II	EARLY CHILDHOOD EDUCATION	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	QZAB Solar Energy	MCFADDEN INTERMEDIATE SCHOOL	
	Recognition Programs	EDUCATIONAL SERVICES DIVISION	
	Special Ed: Mental Health Services	GODINEZ FUNDAMENTAL HIGH SCHOOL	
	Special Education	SPECIAL EDUCATION	
	Title III Limited English Proficiency LEP Student Program	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
	Title II-Part A Improving Teacher Quality	ENGLISH LEARNER PROGRAMS & STUDENT ACHIEVEMENT	
		STAFF DEVELOPMENT	
	Two-Way Digital ITFS Licensee Revenue	TECHNOLOGY	
	Unrestricted - CalSafe (6091/6092)	EARLY CHILDHOOD EDUCATION	
	Unrestricted - Regional Occupational Centers/Program (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	
	Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT	
		BOARD OF EDUCATION	
		BUILDING SERVICES	
		BUSINESS SERVICES DIVISION	
		CARR INTERMEDIATE SCHOOL	
		CENTURY HIGH SCHOOL	

SAUSD Board of Education Warrant Listing

August 20, 2014

Page 3 of 5

Check #

Vendor

Location

Amount

COMMUNICATIONS OFFICE

CONSTRUCTION

EDUCATIONAL SERVICES DIVISION

ELEMENTARY DIVISION

FACILITIES/GOVERNMENTAL RELATIONS

GODINEZ FUNDAMENTAL HIGH SCHOOL

HUMAN RESOURCES DIVISION

LINCOLN ELEMENTARY SCHOOL

MACARTHUR FUNDAMENTAL INTERMEDIATE
SCHOOL

MADISON ELEMENTARY SCHOOL

MARTIN ELEMENTARY SCHOOL

MCFADDEN INTERMEDIATE SCHOOL

PUBLICATIONS

PUPIL SUPPORT SERVICES

PURCHASING DEPARTMENT

Retiree Award & Recognition

SANTA ANA HIGH SCHOOL

SCHOOL POLICE SERVICES

SEGERSTROM HIGH SCHOOL

SIERRA PREPARATORY ACADEMY

SPECIAL PROJECTS/WEELLNESS

SUPERINTENDENT'S OFFICE

TECHNOLOGY INNOVATION SERVICES

VALLEY HIGH SCHOOL

WAREHOUSE AND DELIVERY

WASHINGTON ELEMENTARY SCHOOL

SAUSD Board of Education Warrant Listing

August 20, 2014

Page 4 of 5

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84196826	STONEWARE, INC. Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$26,000.00
84196816	NHR NEWCO HOLDINGS, LLC. dba CURVATURE, LLC. Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$30,532.65
84196789	AT&T DATACOMM, INC. dba AT&T DATACOMM Common Core State Standards (CCSS)	EDUCATIONAL SERVICES DIVISION	\$95,559.11
84196736	XEROX CORPORATION Unrestricted Discretionary Accounts	DISTRICTWIDE	\$93,188.00
84196727	SOUTHERN CALIFORNIA EDISON Unrestricted Discretionary Accounts	DISTRICTWIDE	\$67,401.21
84196725	CITY OF SANTA ANA Head Start Unrestricted Discretionary Accounts	CHILD DEVELOPMENT DISTRICTWIDE	\$90,101.81

Fund 13 Cafeteria Fund

84196840	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES SADDLEBACK HIGH SCHOOL VALLEY HIGH SCHOOL WILLARD INTERMEDIATE SCHOOL	\$26,203.54
----------	--	---	-------------

Fund 14 Deferred Maintenance Fund

84196852	GREEN GIANT LANDSCAPE, INC. Fund 14 Deferred Maintenance Fund	WASHINGTON ELEMENTARY SCHOOL	\$73,023.42
----------	---	------------------------------	-------------

Fund 35 County School Facilities Fund

84196864	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	FRANKLIN ELEMENTARY SCHOOL	\$173,944.59
----------	---	----------------------------	--------------

SAUSD Board of Education Warrant Listing

August 20, 2014

Page 5 of 5

<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84196863	R.C. CONSTRUCTION SERVICES, INC. Fund 35 OPSC School Facilities Bond Projects	KING ELEMENTARY SCHOOL	\$128,184.24
Fund 68 Workers' Compensation			
84196868	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$33,138.07
Fund 69 Health & Welfare			
84196877	SANTA ANA UNIFIED SCHOOL DISTRICT Health & Welfare - Active Employees	DISTRICT EMPLOYEE BENEFITS	\$500,000.00
	Health & Welfare - Retired Employees	DISTRICT EMPLOYEE BENEFITS	
Grand Total:			\$1,491,733.87

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District and Various Consultants Submitted for Period of July 23, 2014 through August 26, 2014**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**

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 and various consultants submitted for the period of July 23, 2014 through August 26, 2014.

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.

The attached list identifies various consultants that will provide services throughout the District whose compensation is under \$250,000.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve/ratify the listing of agreements/contracts with the Santa Ana Unified School District and various consultants submitted for the period of July 23, 2014 through August 26, 2014.

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Educational Services
September 9, 2014

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
1.	Playworks	Carver Elementary School: Will provide a Junior Coach Leadership Program to establish student leadership within the school and to build student ownership of some key school functions.	September 10, 2014 through June 30, 2015		Title I	\$30,000.00	163674
2.	Playworks	Diamond Elementary School: Will provide a Junior Coach Leadership Program to establish student leadership within the school and to build student ownership of some key school functions.	September 10, 2014 through June 30, 2015		Title I	\$30,000.00	165444
3.	Playworks	Jefferson Elementary School: Will provide a Junior Coach Leadership Program to establish student leadership within the school and to build student ownership of some key school functions.	September 10, 2014 through June 30, 2015		Title I	\$30,000.00	165928
4.	Playworks	Heroes Elementary School: Will provide a Junior Coach Leadership Program to establish student leadership within the school and to build student ownership of some key school functions.	September 10, 2014 through June 30, 2015		Title I	\$30,000.00	165870

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

September 9, 2014

Page 2

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
5.	Dana Point Ocean Institute	Sepulveda Elementary School: Will provide Science lessons which are aligned with class instruction and the next generation science standards for Kindergarten through grade 5 students at no cost to the District.	September 10, 2014 through October 31, 2014		N/A	No cost to the District	N/A
6.	Mentoring USA	Taft Elementary School: Will provide mentoring program services to Taft elementary students, in which mentors and mentees meet solely in a supervised setting to empower children to achieve success inside and outside of school at no cost to the District.	September 10, 2014 through June 30, 2015		N/A	No cost to the District	N/A
7.	Christine Weatherill	BTSA: Will provide research based strategies for Beginning Teachers to support student engagement and curricular activities.	September 10, 2014 through June 30, 2015		BTSA	\$8,000.00	165853
8.	Marilyn Mayer	BTSA: Will provide research based strategies for Beginning Teachers to support student engagement and curricular activities.	September 10, 2014 through June 30, 2015		BTSA	\$8,000.00	165854

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

September 9, 2014

Page 3

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
9.	Mendes Training and Consulting, Inc.	BTSA: Mendes Training and Consulting, Inc., Ernie Mendes will provide training on brain-friendly strategies for K-12 teachers. This training will take place at the Delhi Center.	October 1, 2014 through June 30, 2015		BTSA	\$2,500.00	165857
10.	Michael A. Perry, dba Positive Youth Interventions	BTSA: Will provide training for teachers in de-escalating aggressive behavior and bullying and violence/trauma prevention/intervention. This training will take place at the District Office.	October 1, 2014 through June 30, 2015		BTSA	\$750.00	165858
11.	Rick Morris dba New Management, Inc.	BTSA: Will provide training for teachers on classroom management. This training will take place at the Delhi Center.	October 1, 2014 through June 30, 2015		BTSA	\$1,300.00	165859
12.	Playworks	Educational Services: Will provide a half day workshop to all elementary Noon Duty supervisors about Junior Coach Leadership Program to establish student leadership within the school and to build student ownership and improve playground behaviors.	September 10, 2014 through June 30, 2015		Title I	\$2,850.00	165795

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

September 9, 2014

Page 4

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
13.	Padres Unidos	Educational Services: Will provide weekly three-hour classes, throughout the school year, that incorporate in-classroom school readiness strategies for 3.5 to 5-year-olds, and parenting/skills training for parents and caregivers. These two components are delivered simultaneously in separate classrooms, one for the parents and one for the children, both facilitated by trained staff and volunteers, at Franklin, Fremont, Hoover, King, Heninger, Lowell, Martin, Pio Pico, Remington, Roosevelt, Walker, and Washington elementary schools.	September 10, 2014 through June 30, 2015		Various Funding	\$157,550.00	165780
14.	Active Learning	Special Projects: Will provide dance and fitness programs and instruct in the areas of science/coordinated health and nutrition and its effect on personal performance. The instruction will take place in the expanded learning program at all K-8 sites.	September 10, 2014 through June 30, 2015		21st Century ASES	\$41,975.00	165902

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES

Submitting Division: Educational Services

September 9, 2014

Page 5

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
15.	University of California, Irvine	Staff Development: Will provide mathematics courses for secondary teachers to support the new integrated pathway for mathematics under the new state standards. Teachers will review content areas in order to be prepared to offer students rigorous, standards based curriculum. Teachers will receive an iPad to support online sections of coursework. This training will take place at the District Office.	October 1, 2014 through November 30, 2014		Core Set- Aside	\$45,000.00	165652

2014-15 LISTING OF CONSULTANTS/CONTRACTED SERVICES
Submitting Division: Support Services
September 9, 2014

NO.	NAME	IMPLICATIONS FOR THE DISTRICT/TYPE OF SERVICE	DATE	ANNUAL RENEWAL	FUNDING SOURCE	MAXIMUM NOT TO EXCEED	REQ. NO.
16.	Chris Davidson dba Educational Testing and Assessment, Inc.	Support Services: Will provide independent educational evaluation for students.	September 10, 2014 through June 30, 2015		Special Education	\$4,500.00	164242

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approval of Rejection of Government Code §910 and §910.2 Claim Against Santa Ana Unified School District – File Numbers: 14-17493 RV and 12-02846 JW**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Camille Boden, Executive Director, Risk Management**

BACKGROUND INFORMATION:

The purpose of this agenda item is to reject Government Code §910 and §910.2 claims against the District, File Numbers: 14-17493 RV and 12-02846 JW.

DESCRIPTION OF DAMAGE/INJURY:

Claimants allege employment discrimination and reimbursement for pain and suffering, and emotional distress.

FUNDING:

Not Applicable

RECOMMENDATION:

Recommend rejection of Government Code §910 and §910.2 claims against the District, File Numbers: 14-17493 RV and 12-02846 JW.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approval of Resolution No. 14/15-3029 – General Liability Coverage for Volunteer Medical Team Doctors for District High School Events**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Camille Boden, Executive Director, Risk Management**

BACKGROUND INFORMATION:

The purpose of this agenda is to seek Board adoption of Resolution No. 14/15-3029 for General Liability Coverage for medical doctors who volunteer at District high school athletic events.

RATIONALE:

The District's General Liability Memorandum of Coverage (MOC) states that persons donating their time must be named as volunteers by the District's Governing Board in order for these volunteers to be eligible for coverage under the Alliance of Schools for Cooperative Insurance Program's (ASCIP) Memorandum of Coverage.

In order to cover our medical doctors as volunteers under ASCIP's Liability Memorandum of Coverage, a resolution must be adopted by the District.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 14/15-3029 for General Liability Coverage for Volunteer Medical Team Doctors for District High School events.

SP:mm

RESOLUTION NO. 14/15-3029

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

GENERAL LIABILITY COVERAGE FOR VOLUNTEER

MEDICAL TEAM DOCTORS-DISTRICT HIGH SCHOOLS

WHEREAS, Santa Ana Unified School District recognizes the need for and the benefit derived from individuals and groups providing volunteer services to the District; and

WHEREAS, the Santa Ana Unified School District desires to provide General Liability coverage for individuals in their capacity as volunteers to the District while they are performing services for the District in accordance with District regulations and policy; and

WHEREAS, that for the purposes of extending this coverage to official volunteers of the District, particularly medical doctors, who directly volunteer to provide medical services to the District's athletic teams during football season.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the Santa Ana Unified School District that the following persons whose volunteer services are accepted in accordance with District regulations and policy shall be covered by the District's Liability insurance program. The type of approved volunteer service shall be on file in the appropriate District or local site office prior to commencing volunteer services.

- Dr. Jonathan Santana
- Dr. Erol Sosa
- David Kruse, MD
- Dr. Robert Olvera

39 **PASSED AND ADOPTED**, by the Governing Board on **September 9, 2014**, by the
40 following vote:

41
42 AYES:

43 NOES:

44 ABSENT:

45
46 I, Richard L. Miller, Secretary of the Governing Board, do hereby certify
47 that the foregoing is a true and correct copy of Resolution No. 14/15-3029, which
48 was duly adopted by the Board of Education of the Santa Ana Unified School District
49 at meeting thereof held on said date

50
51 WITNESSED my hand this 9th day of September, 2014.

52
53
54
55 _____
56 Richard L. Miller, Ph.D.,
57 Secretary of the Board of Education
58 Santa Ana Unified School District
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Acceptance of Actuarial Study of Workers' Compensation Program
as of June 30, 2014

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Camille Boden, Executive Director, Risk Management

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 and subsequent fiscal years to ensure adequate funding for incurred claims liability. The District contracted with Aon Risk Solutions to perform the Actuarial Study of the Workers' Compensation Program as of June 30, 2014.

RATIONALE:

The Actuarial Study provides the District with specific objectives including:

- (1) estimate of outstanding losses as of June 30, 2014
- (2) projects the financial position of the program as of June 30, 2014
- (3) projects losses paid (claim disbursements) during 2014/15 and 2015/16
- (4) provides a recommendation of funding level for 2014-15 which establishes the District's payroll contribution rate for Workers' Compensation.

Based on claim data as of June 30, 2014, the actuarial study shows that the estimated outstanding losses decreased by about \$3.5 million, from \$17,594,196 as of June 30, 2013 to \$14,108,834 as of June 30, 2014. This change is primarily due a decrease in the reported case reserves, which decreased by \$2.2 million from June 30, 2013 to June 30, 2014. The Actuarial Report recommends a funding rate of \$1.43. There were seven (7) claims which had a case reserve decrease greater than \$100,000 (totaling about \$1 million), but the majority of the decrease was due to smaller decreases in many claims.

See Attachment A and refer to Actuarial Study as of June 30, 2014.

FUNDING:

Fund 68-Self-Insurance Fund -\$4,997,450 for 2014-15 and \$4,903,200 for 2015-16.

RECOMMENDATION:

Accept Actuarial Study of Workers' Compensation Program as of June 30, 2014, and funding at 70% confidence level for 2014-15 in the amount of \$4,997,450 with a funding payroll contribution rate of \$1.43.

SP:mm

ATTACHMENT A

The **previous** Actuarial Study based on updated claim data as of **June 30, 2013** recommended \$5,581,350 as funding for 2014-15:

Recommended Funding for 2014-15 (data as of 6-30-13)

Item	Expected	70% Confidence level
(A) Projected ultimate losses (full value)	\$4,550,000	\$4,914,000
(B) Budgeted expenses	\$667,350	\$667,350
(C) Recommended funding (A) + (B)	\$5,217,350	\$5,581,350

The **current** Actuarial Study based on updated claim data as of **June 30, 2014** recommends \$4,997,450 as funding for 2014-15 and \$4,903,200 as funding for 2015-16:

Recommended Funding for 2014-15 (data as of 6-30-14)

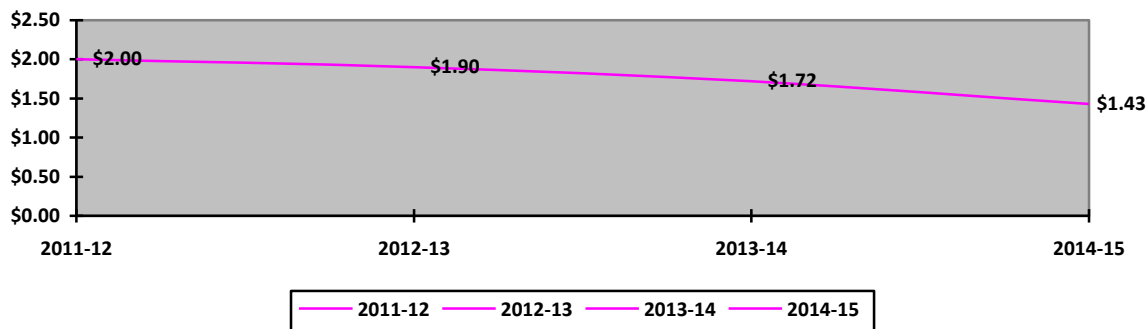
Item	Expected	70% Confidence level
(A) Projected ultimate losses (full value)	\$4,074,000	\$4,400,000
(B) Budgeted expenses	\$597,450	\$597,450
(C) Recommended funding (A) + (B)	\$4,671,450	\$4,997,450

The **current** Actuarial Study based on updated claim data as of **June 30, 2014** recommends \$1.43 as the funding rate for 2014-15 and \$1.46 for 2015-16:

Recommended Funding Rates for 2014-15 (data as of 6-30-14)

Item	Expected	70% Confidence level
(A) Projected ultimate losses (full value)	\$ 1.17	\$1.26
(B) Budgeted expenses	.17	.17
(C) Recommended funding (A) + (B)	\$1.34	\$1.43

District's Historical Funding Rate



Source: Actuarial Study of Workers' Compensation Program as of June 30, 2014 performed by Aon Risk Solutions



Santa Ana Unified School District

Actuarial Study of the Workers Compensation Program as of June 30, 2014

August 21, 2014



August 21, 2014

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, 2014**

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 Datto
Mujtaba Datto, ACAS, MAAA, FCA
Actuarial Practice Leader

MD:blc

X:\Clients\Actuarial\5\Santa Ana USD 588\2014_06_30\Report\SantaAnaUSD_063014_082114.doc



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, 2014 was provided to us by the District. The District also provided payroll for years through 2015/16.

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, 2014.

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, 2014.

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 2014/15 and 2015/16.

The projected ultimate losses are the accrual value of losses with accident dates in 2014/15 and 2015/16, 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 2014/15 and 2015/16.

The projected losses paid are the cash value of losses paid during 2014/15 and 2015/16, regardless of accident or report date.

6. **Recommend Funding.** Recommend funding for 2014/15 and 2015/16.

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, 2013.

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, 2014 to be as shown in Table III-1.

Table III-1
Estimated Outstanding Losses
June 30, 2014

Item (1)	Amount (2)
(A) Estimated outstanding losses	\$14,108,839

Note: (2) is from Exhibit WC-11.

The estimated outstanding losses decreased by about \$3.5 million, from \$17,594,196 as of June 30, 2013 to \$14,108,834 as of June 30, 2014. This change is primarily due to a decrease in the reported case reserves, which decreased by \$2.2 million from June 30, 2013 to June 30, 2014. There were seven claims which had a case reserve decrease greater than \$100,000 (totaling about \$1 million), but the majority of the decrease was due to smaller decreases in many claims. Table III-7B shows a comparison of case reserves by year as of June 30, 2013 and June 30, 2014.

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, 2014 to be as shown in Table III-2.

Table III-2
Projected Financial Position
June 30, 2014

Item (1)	Full Value (2)	Present Value (3)
(A) Projected funds available (approximate and unaudited)	\$26,400,000	\$26,400,000
(B) Estimated outstanding losses	14,108,839	13,752,769
(C) Projected financial position (A) - (B)	\$12,291,161	\$12,647,231

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 2014/15 and 2015/16 at expected and 70% confidence levels to be as shown in Tables III-3A and III-3B.

Table III-3A
Projected Ultimate Losses
2014/15

Item (1)	Expected		70% Confidence	
	Amount (2)	Loss Rate per \$100 of Payroll (3)	Amount (4)	Loss Rate per \$100 of Payroll (5)
(A) Projected ultimate losses	\$4,074,000	\$1.17	\$4,400,000	\$1.26
(B) Present value of projected ultimate losses	3,983,000	1.14	4,302,000	1.23

Note: (2) and (3) are from Exhibit WC-10.
(4) and (5) are based on (2) and (3), respectively, and actuarial judgment.

**Table III-3B
Projected Ultimate Losses
2015/16**

Item (1)	Expected		70% Confidence	
	Amount (2)	Loss Rate per \$100 of Payroll (3)	Amount (4)	Loss Rate per \$100 of Payroll (5)
(A) Projected ultimate losses	\$3,997,000	\$1.19	\$4,317,000	\$1.29
(B) Present value of projected ultimate losses	3,908,000	1.16	4,221,000	1.25

Note: (2) and (3) are from Exhibit WC-10.
(4) and (5) are based on (2) and (3), respectively, 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.

The confidence level is selected after reviewing the variability underlying the District's historical loss rates. Due to the relative stability in recent experience, we have reduced the selected contingency margin.

4. Project Losses at Alternative SIRs

We project ultimate limited losses for 2014/15 and 2015/16 to be as shown in Table III-4A and III-4B, respectively.

**Table III-4A
Projected Ultimate Limited Losses
2014/15**

Retention (1)	Full Value (2)	Present Value (3)
(A) \$500,000	\$3,951,780	\$3,863,510
(B) \$750,000	4,033,260	3,943,170
(C) \$1,000,000	4,074,000	3,983,000
(D) Unlimited	4,155,480	4,062,660

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
2015/16**

	Retention (1)	Full Value (2)	Present Value (3)
(A)	\$500,000	\$3,877,090	\$3,790,760
(B)	\$750,000	3,957,030	3,868,920
(C)	\$1,000,000	3,997,000	3,908,000
(D)	Unlimited	4,076,940	3,986,160

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 2014/15 and 2015/16 to be as shown in Table III-5.

**Table III-5
Projected Losses Paid**

Item (1)	2014/15 (2)	2015/16 (3)
(A) Projected losses paid	\$3,365,723	\$3,496,133

Note: (A) is from Exhibit WC-12.
(B) is from Exhibit WC-13.

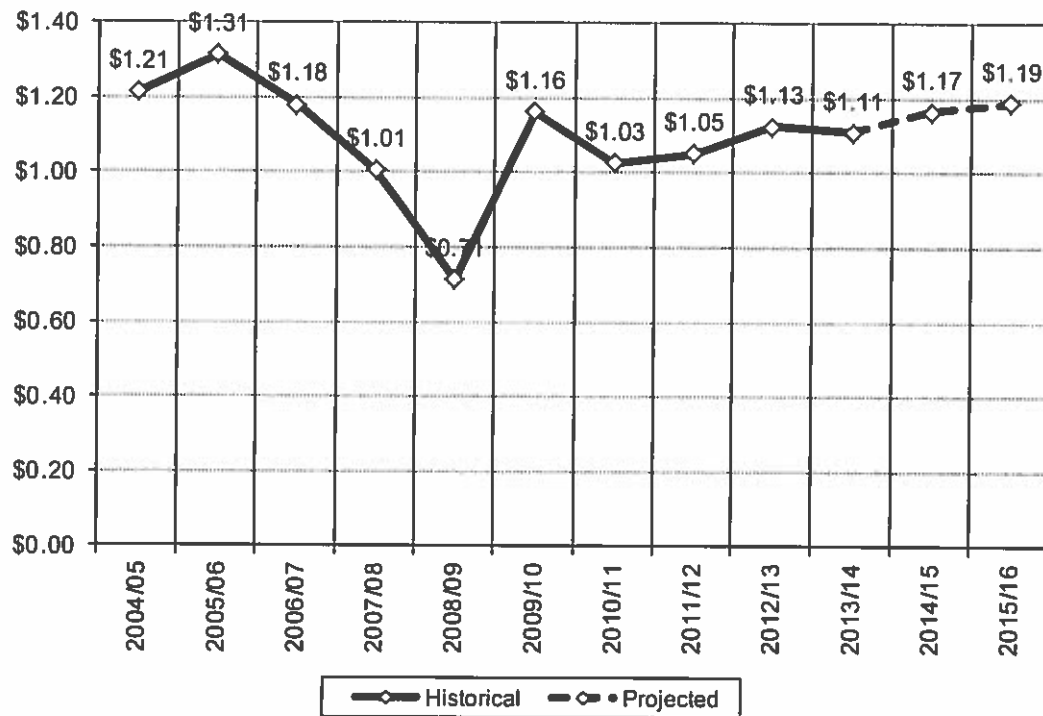
All costs other than claims are additional.



Loss Experience Trends

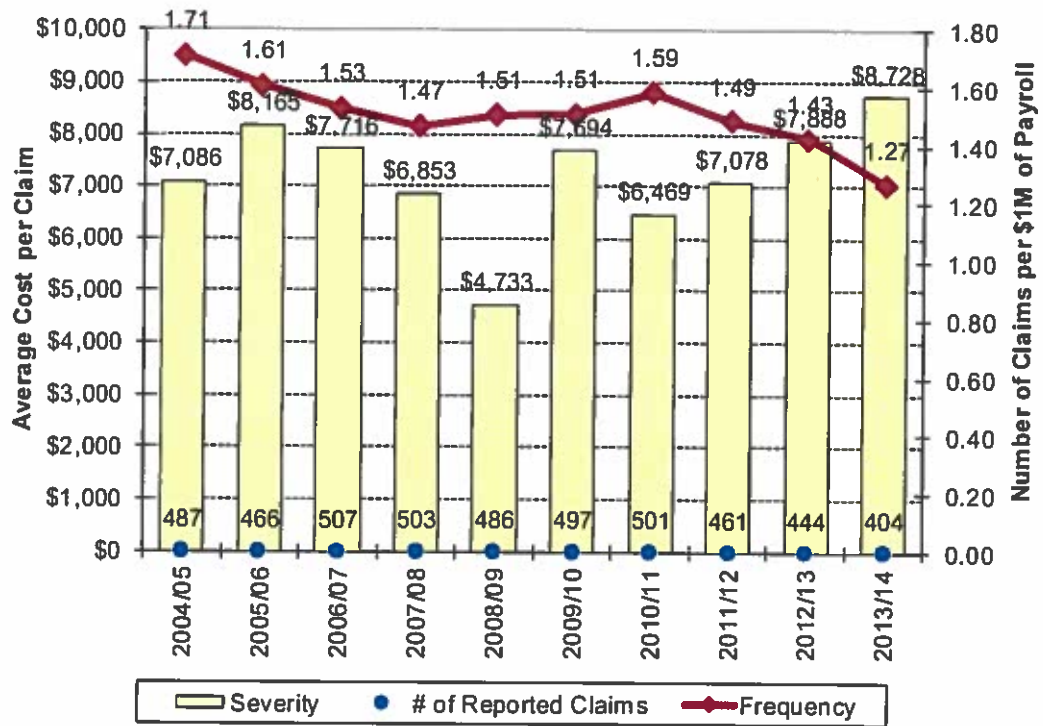
Graphs III-1 and III-2 show loss experience trends for workers compensation as measured by loss rate per \$100 of payroll and frequency and severity, respectively.

Graph III-1
Loss Rate per \$100 of Payroll



Note: Loss rates are from Exhibit WC-10, columns (4) and (7).

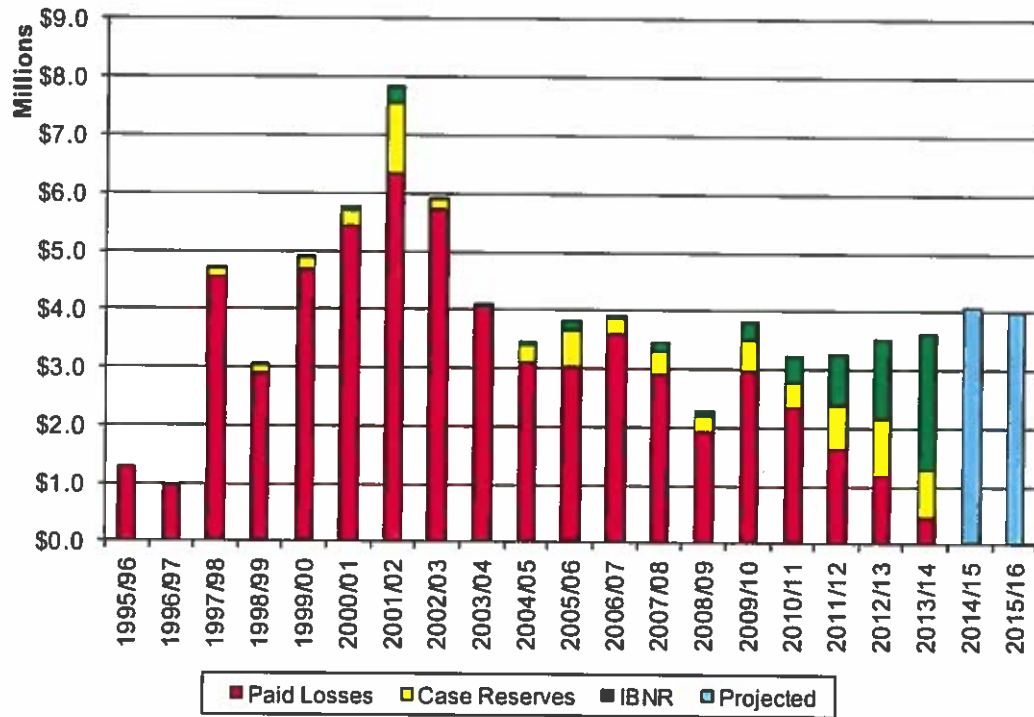
**Graph III-2
Frequency and Severity**



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 2013/14 are from Exhibit WC-11.
Amounts for 2014/15 and 2015/16 are from Exhibit WC-10.

6. Recommend Funding

The funding amounts for 2014/15 and 2015/16 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
2014/15**

Item (1)	Present Value		Full Value	
	Expected (2)	70% Confidence (3)	Expected (4)	70% Confidence (5)
(A) Projected ultimate losses	\$3,983,000	\$4,302,000	\$4,074,000	\$4,400,000
(B) Budgeted expenses (A2) x 15%	597,450	597,450	597,450	597,450
(C) Recommended funding (A) + (B)	\$4,580,450	\$4,899,450	\$4,671,450	\$4,997,450

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
2015/16**

Item (1)	Present Value		Full Value	
	Expected (2)	70% Confidence (3)	Expected (4)	70% Confidence (5)
(A) Projected ultimate losses	\$3,908,000	\$4,221,000	\$3,997,000	\$4,317,000
(B) Budgeted expenses (A2) x 15%	586,200	586,200	586,200	586,200
(C) Recommended funding (A) + (B)	\$4,494,200	\$4,807,200	\$4,583,200	\$4,903,200

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 2014/15 and 2015/16 are as shown in Tables III-6C and III-6D, respectively.

Table III-6C
Recommended Funding Rates
2014/15

Item (1)	Present Value		Full Value	
	Expected (2)	70% Confidence (3)	Expected (4)	70% Confidence (5)
(A) Projected ultimate losses	\$ 1.14	\$ 1.23	\$ 1.17	\$ 1.26
(B) Budgeted expenses (A2) x 15%	0.17	0.17	0.17	0.17
(C) Recommended funding (A) + (B)	\$ 1.31	\$ 1.40	\$ 1.34	\$ 1.43

Note: (A) is from Table III-3A.
(B) is based on the expenses in Table III-6A and projected 2014/15 payroll of \$349.5 million.

Table III-6D
Recommended Funding Rates
2015/16

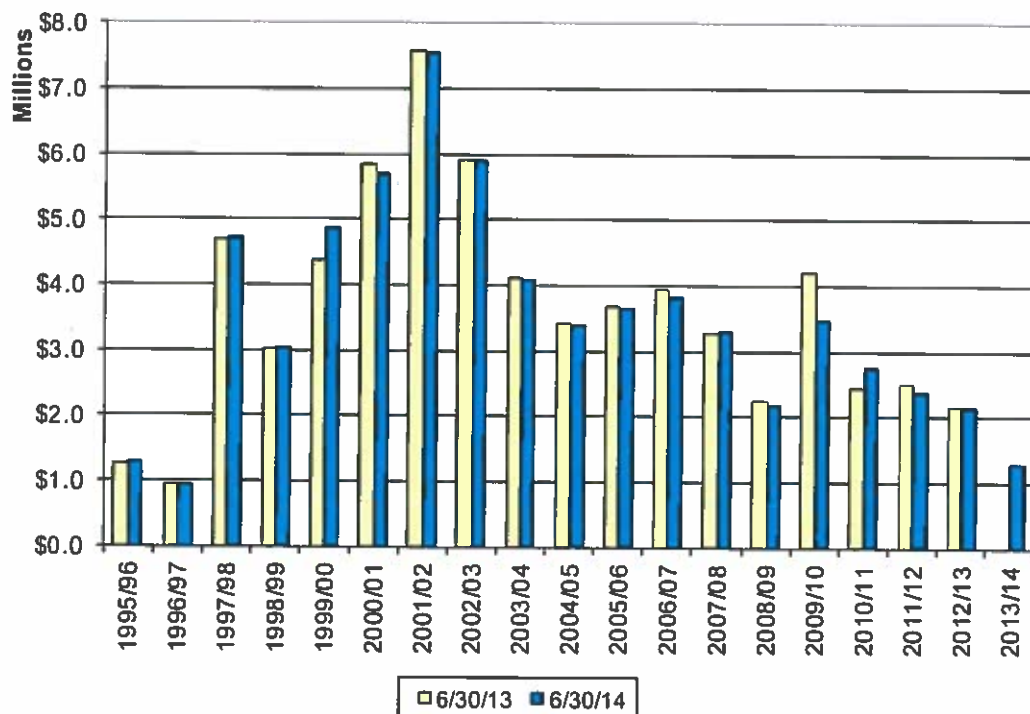
Item (1)	Present Value		Full Value	
	Expected (2)	70% Confidence (3)	Expected (4)	70% Confidence (5)
(A) Projected ultimate losses	\$ 1.16	\$ 1.25	\$ 1.19	\$ 1.29
(B) Budgeted expenses (A2) x 15%	0.17	0.17	0.17	0.17
(C) Recommended funding (A) + (B)	\$ 1.33	\$ 1.42	\$ 1.36	\$ 1.46

Note: (A) is from Table III-3B.
(B) is based on the expenses in Table III-6A and projected 2015/16 payroll of \$336.2 million.

7. Compare to Previous Actuarial Study

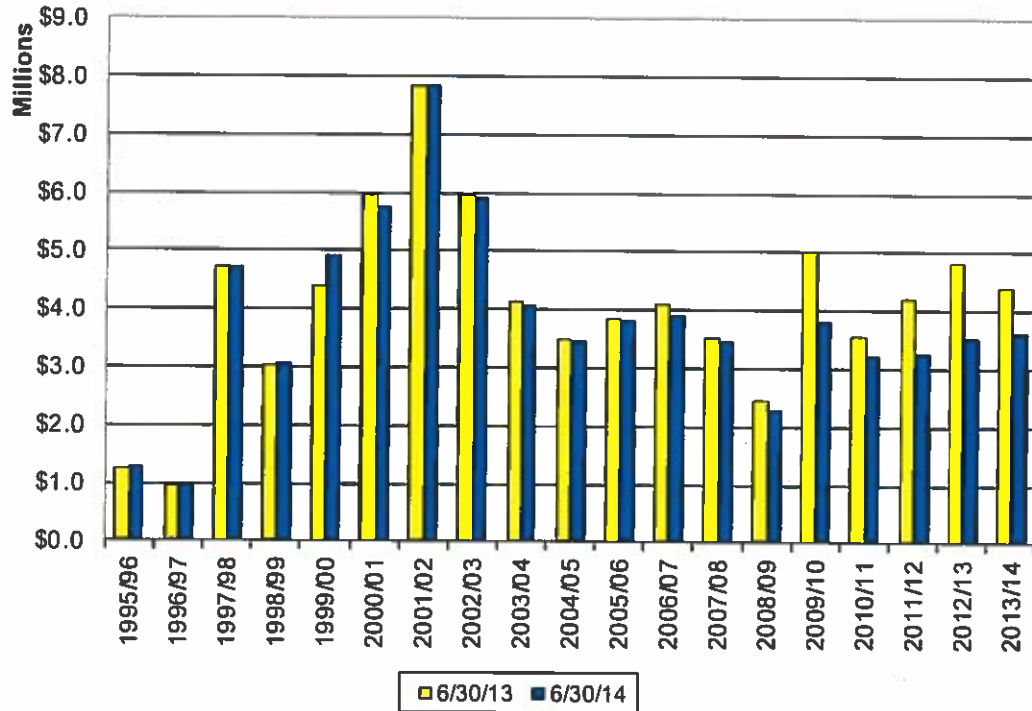
Graphs III-4 and III-5 are graphical comparisons of the reported incurred losses and projected ultimate losses, respectively, by fiscal year of occurrence of the workers compensation program from the previous study (report dated September 3, 2013) to the current study.

Graph III-4
Comparison of Limited Reported Incurred Losses
as of June 30, 2013 and June 30, 2014



Note: Amounts as of June 30, 2013 are from the previous actuarial study.
 Amounts as of June 30, 2014 are from Exhibit WC-1.

Graph III-5
Comparison of Projected Ultimate Limited Losses
as of June 30, 2013 and June 30, 2014



Note: Amounts as of June 30, 2013 are from the previous actuarial study.
 Amounts as of June 30, 2014 are from Exhibits WC-9.

For all claims through 2012/13, the change in the projected ultimate limited losses from June 30, 2013 to June 30, 2014 was - 4.9%.



We compare the reported claim count by year as of June 30, 2013 and June 30, 2014 as shown in Table III-7A.

Table III-7A
Comparison of Reported Claim Count
as of June 30, 2013 and June 30, 2014

Year (1)	Reported Claim Count as of 6/30/13 (2)	Reported Claim Count as of 6/30/14 (3)	Change (3) – (2) (4)	Percent Change (4) ÷ (2) (5)
(A) to 1994/95	62	62	0	0.0%
(B) 1995/96	15	15	0	0.0%
(C) 1996/97	26	26	0	0.0%
(D) 1997/98	108	108	0	0.0%
(E) 1998/99	126	127	1	0.8%
(F) 1999/00	273	273	0	0.0%
(G) 2000/01	679	679	0	0.0%
(H) 2001/02	789	789	0	0.0%
(I) 2002/03	693	693	0	0.0%
(J) 2003/04	616	616	0	0.0%
(K) 2004/05	486	487	1	0.2%
(L) 2005/06	466	466	0	0.0%
(M) 2006/07	507	507	0	0.0%
(N) 2007/08	503	503	0	0.0%
(O) 2008/09	485	486	1	0.2%
(P) 2009/10	497	497	0	0.0%
(Q) 2010/11	497	501	4	0.8%
(R) 2011/12	460	461	1	0.2%
(S) 2012/13	435	444	9	2.1%
(T) 2013/14		404	404	
(U) Total	7,723	8,144	421	5.5%

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, 2013 and June 30, 2014 as shown in Table III-7B.

Table III-7B
Case Reserve Comparison
as of June 30, 2013 and June 30, 2014

Claim Period (1)	Limited Case Reserves as of 6/30/13 (2)	Limited Case Reserves as of 6/30/14 (3)	Change (3) - (2) (4)
to 1994/95	\$293,815	\$217,158	(\$76,657)
1995/96	0	0	0
1996/97	0	0	0
1997/98	167,660	157,643	(10,016)
1998/99	138,714	132,715	(5,999)
1999/00	142,296	186,538	44,242
2000/01	441,160	256,365	(184,796)
2001/02	1,317,366	1,201,684	(115,682)
2002/03	227,753	171,912	(55,841)
2003/04	82,514	38,410	(44,104)
2004/05	371,605	293,624	(77,981)
2005/06	696,072	645,543	(50,529)
2006/07	429,441	261,770	(167,671)
2007/08	528,781	385,420	(143,361)
2008/09	399,682	234,836	(164,846)
2009/10	1,163,861	523,850	(640,011)
2010/11	657,369	413,288	(244,081)
2011/12	1,183,438	759,982	(423,455)
2012/13	1,637,592	958,496	(679,096)
2013/14		821,693	821,693
Total	\$9,879,118	\$7,660,928	(\$2,218,190)

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, 2013 and June 30, 2014 as shown in Table III-7C.

Table III-7C
Estimated IBNR Comparison
as of June 30, 2013 and June 30, 2014

Claim Period (1)	Estimated IBNR as of 6/30/13 (2)	Estimated IBNR as of 6/30/14 (3)	Change (3) - (2) (4)
to 1994/95	\$29,808	\$21,716	(\$8,092)
1995/96	0	0	0
1996/97	0	0	0
1997/98	27,588	26,209	(1,379)
1998/99	25,700	26,094	394
1999/00	28,605	41,147	12,542
2000/01	91,820	60,380	(31,440)
2001/02	255,680	285,251	29,571
2002/03	40,562	37,284	(3,278)
2003/04	14,278	8,109	(6,169)
2004/05	72,565	59,991	(12,574)
2005/06	158,477	140,525	(17,952)
2006/07	156,574	72,575	(83,999)
2007/08	225,721	145,301	(80,420)
2008/09	230,370	121,794	(108,576)
2009/10	838,022	338,329	(499,693)
2010/11	1,125,921	479,049	(646,872)
2011/12	1,727,786	876,238	(851,548)
2012/13	2,665,600	1,370,385	(1,295,215)
2013/14		2,337,535	2,337,535
Total	\$7,715,076	\$6,447,912	(\$1,267,164)

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, 2013 and June 30, 2014 as shown in Table III-7D.

Table III-7D
Comparison of Projected Ultimate Limited Losses
as of June 30, 2013 and June 30, 2014

Claim Period (1)	Projected Ultimate Limited Losses as of 6/30/13 (2)	Projected Ultimate Limited Losses as of 6/30/14 (3)	Change (3) - (2) (4)	Percentage Change (4) / (2) (5)
to 1994/95	\$7,405,000	\$7,359,442	(\$45,558)	-0.6%
1995/96	1,256,857	1,276,277	19,420	1.5%
1996/97	955,585	955,585	0	0.0%
1997/98	4,729,000	4,734,000	5,000	0.1%
1998/99	3,031,000	3,073,000	42,000	1.4%
1999/00	4,397,000	4,914,000	517,000	11.8%
2000/01	5,952,000	5,753,000	(199,000)	-3.3%
2001/02	7,832,000	7,846,000	14,000	0.2%
2002/03	5,942,000	5,939,000	(3,000)	-0.1%
2003/04	4,123,000	4,080,000	(43,000)	-1.0%
2004/05	3,502,000	3,451,000	(51,000)	-1.5%
2005/06	3,841,000	3,805,000	(36,000)	-0.9%
2006/07	4,104,000	3,912,000	(192,000)	-4.7%
2007/08	3,516,000	3,447,000	(69,000)	-2.0%
2008/09	2,456,000	2,300,000	(156,000)	-6.4%
2009/10	5,027,000	3,824,000	(1,203,000)	-23.9%
2010/11	3,568,000	3,241,000	(327,000)	-9.2%
2011/12	4,214,000	3,270,000	(944,000)	-22.4%
2012/13	4,828,000	3,526,000	(1,302,000)	-27.0%
2013/14	4,394,000	3,631,000	(763,000)	-17.4%
Total	\$85,073,442	\$80,337,304	(\$4,736,138)	-5.6%

Note: (2) is from the prior actuarial study.
(3) is from Exhibit WC-9 and Exhibit WC-10.



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, 2013 to June 30, 2014

Claim Period (1)	Paid Losses in the Period			Incurred Losses in the Period		
	Actual (2)	Expected (3)	Difference (2) - (3) (4)	Actual (5)	Expected (6)	Difference (5) - (6) (7)
to 1994/95	\$39,191	\$303,901	(\$264,710)	(\$37,466)	\$22,230	(\$59,696)
1995/96	19,420	1,206	18,214	19,420	1,252	18,168
1996/97	0	916	(916)	0	951	(951)
1997/98	16,396	4,529	11,867	6,380	4,701	1,679
1998/99	47,605	5,794	41,811	41,606	3,010	38,596
1999/00	460,216	12,570	447,645	504,458	4,362	500,096
2000/01	17,236	28,218	(10,982)	(167,560)	5,899	(173,459)
2001/02	100,111	73,527	26,584	(15,571)	7,754	(23,325)
2002/03	56,119	109,380	(53,260)	278	11,742	(11,464)
2003/04	7,273	81,688	(74,415)	(36,831)	12,185	(49,016)
2004/05	39,555	76,923	(37,368)	(38,426)	17,164	(55,590)
2005/06	32,481	129,799	(97,317)	(18,048)	37,278	(55,326)
2006/07	59,671	149,303	(89,633)	(108,000)	78,098	(186,098)
2007/08	154,781	234,701	(79,920)	11,420	87,952	(76,532)
2008/09	117,422	165,599	(48,178)	(47,424)	87,516	(134,940)
2009/10	(63,297)	389,946	(453,242)	(703,307)	292,970	(996,277)
2010/11	563,953	339,925	224,028	319,872	364,808	(44,935)
2011/12	331,003	547,815	(216,812)	(92,452)	534,121	(626,573)
2012/13	672,311	1,075,944	(403,634)	(6,785)	1,199,892	(1,206,677)
Total	\$2,671,446	\$3,731,685	(\$1,060,239)	(\$368,437)	\$2,773,882	(\$3,142,319)

Note: (2) and (5) are actual experience from June 30, 2013 to June 30, 2014.
(3) and (6) are the expected amounts from June 30, 2013 to June 30, 2014.

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, 2013. This analysis provides a peek into how the claims are actually emerging compared to the expected emergence which is based on historical development patterns.

8. Size of Loss Distribution Analysis

Table III-8A shows the distribution of losses in various layers.

**Table III-8A
Size of Loss Distribution**

Layer (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	5,553	82.4%	82.4%	\$4,722,185	6.4%	6.4%
(B) \$5,000 to \$10,000	290	4.3%	86.7%	1,965,516	2.7%	9.0%
(C) \$10,000 to \$25,000	308	4.6%	91.3%	5,139,117	6.9%	16.0%
(D) \$25,000 to \$50,000	223	3.3%	94.6%	7,954,658	10.8%	26.7%
(E) \$50,000 to \$100,000	176	2.6%	97.2%	12,532,839	16.9%	43.7%
(F) \$100,000 to \$250,000	143	2.1%	99.3%	21,290,274	28.8%	72.5%
(G) \$250,000 to \$500,000	37	0.5%	99.9%	12,535,962	17.0%	89.4%
(H) \$500,000 to \$750,000	4	0.1%	99.9%	2,459,495	3.3%	92.8%
(I) \$750,000 to \$1,000,000	1	0.0%	100.0%	852,391	1.2%	93.9%
(J) Over \$1,000,000	3	0.0%	100.0%	4,505,283	6.1%	100.0%
(K) Total (A) ... (J)	6,738	100%		\$73,957,720	100%	

Note: See Exhibit WC-16.

The average cost per claim is about \$8,900. About 87% of the non-zero claims reported are below \$10,000 and represent about 9% of the incurred amounts. The remaining 13% of the claims consume about 91% of the incurred amounts.



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
(2004/05 through 2013/14)

Year (1)	Claim Counts		Incurred Losses	
	Count (2)	Percentage (3)	Loss (4)	Percentage (5)
(A) Medical Only	3,500	73.6%	\$2,246,481	7.9%
(B) Claims with Indemnity				
(i) Indemnity			7,775,358	27.3%
(ii) Medical			11,932,110	41.9%
(iii) <u>Expense</u>			<u>6,518,860</u>	<u>22.9%</u>
(iv) Subtotal	1,256	26.4%	26,226,328	92.1%
(C) Total (A)+(Biv)	4,756	100%	\$28,472,809	100%

Note: See Exhibit WC-17.

About 74% of the claims reported are Medical Only claims and represent about 8% of the incurred amounts. For the Claims with Indemnity, Indemnity benefits are 27.3%, Medical 41.9%, and expense 22.9% of the total benefit.

9. Affirm GASB Statement No. 10

We affirm the conclusions of this report are consistent with GASB Statement No. 10.

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.

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.

Exhibits

The attached exhibits detail our analysis.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-1 (page 1)

Data Summary as of June 30, 2014
Losses Limited to Self-Insured Retention

Claim Period (1)	Specific Self-Insured Retention (2)	Aggregate Retention (3)	Months of Development 6/30/14 (4)	Payroll (000) (5)	Reported Claims 6/30/14 (6)	Open Claims 6/30/14 (7)	Limited Paid Losses 6/30/14 (8)	Limited Case Reserves 6/30/14 (9)	Limited Reported Incurred Losses 6/30/14 (10)
to 1994/95	See Note	None	240.0	Not Provided	62	8	\$7,120,569	\$217,158	\$7,337,726
1995/96	Unlimited	None	228.0	157,149	15	0	1,276,277	0	1,276,277
1996/97	Unlimited	None	216.0	178,257	26	0	955,585	0	955,585
1997/98	Unlimited	None	204.0	194,133	108	5	4,550,148	157,643	4,707,791
1998/99	Unlimited	None	192.0	209,650	127	4	2,914,191	132,715	3,046,906
1999/00	Unlimited	None	180.0	224,325	273	5	4,686,315	186,538	4,872,853
2000/01	Unlimited	None	168.0	237,785	679	9	5,436,255	256,365	5,692,620
2001/02	Unlimited	None	156.0	249,675	789	10	6,359,065	1,201,684	7,560,749
2002/03	Unlimited	None	144.0	307,072	693	9	5,729,804	171,912	5,901,716
2003/04	Unlimited	None	132.0	294,759	616	4	4,033,481	38,410	4,071,891
2004/05	Unlimited	None	120.0	284,445	487	8	3,097,384	293,624	3,391,009
2005/06	Unlimited	None	108.0	289,808	466	8	3,018,932	645,543	3,664,475
2006/07	Unlimited	None	96.0	331,250	507	9	3,577,656	261,770	3,839,425
2007/08	Unlimited	None	84.0	342,744	503	19	2,916,279	385,420	3,301,699
2008/09	Unlimited	None	72.0	322,456	486	9	1,943,370	234,836	2,178,206
2009/10	1,000,000	None	60.0	328,981	497	23	2,961,821	523,850	3,485,671
2010/11	1,000,000	None	48.0	315,947	501	23	2,348,663	413,288	2,761,951
2011/12	1,000,000	None	36.0	310,723	461	42	1,633,780	759,982	2,393,762
2012/13	1,000,000	None	24.0	313,335	444	48	1,197,119	958,496	2,155,615
2013/14	1,000,000	None	12.0	327,427	404	124	471,772	821,693	1,293,465
Total					8,144	367	\$66,228,465	\$7,660,928	\$73,889,394

* 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

Exhibit WC-1 (page 2)

Data Summary as of June 30, 2014
Unlimited Losses

Claim Period (1)	Specific Self-Insured Retention (2)	Aggregate Retention (3)	Months of Development 6/30/14 (4)	Payroll (000) (5)	Reported Claims 6/30/14 (6)	Open Claims 6/30/14 (7)	Unlimited Paid Losses 6/30/14 (8)	Unlimited Case Reserves 6/30/14 (9)	Unlimited Reported Incurred Losses 6/30/14 (10)
to 1994/95	Unlimited	None	240.0	Not Provided	62	8	\$7,124,767	\$217,158	\$7,341,925
1995/96	Unlimited	None	228.0	157,149	15	0	1,276,357	0	1,276,357
1996/97	Unlimited	None	216.0	178,257	26	0	955,585	0	955,585
1997/98	Unlimited	None	204.0	194,133	108	5	4,550,954	157,643	4,708,597
1998/99	Unlimited	None	192.0	209,650	127	4	2,914,206	132,715	3,046,921
1999/00	Unlimited	None	180.0	224,325	273	5	4,704,726	186,538	4,891,264
2000/01	Unlimited	None	168.0	237,785	679	9	5,436,976	256,365	5,693,341
2001/02	Unlimited	None	156.0	249,675	789	10	6,359,095	1,201,684	7,560,779
2002/03	Unlimited	None	144.0	307,072	693	9	5,766,035	171,912	5,937,947
2003/04	Unlimited	None	132.0	294,759	616	4	4,033,786	36,410	4,072,196
2004/05	Unlimited	None	120.0	284,445	487	8	3,097,414	293,624	3,391,039
2005/06	Unlimited	None	108.0	289,808	466	8	3,018,932	645,543	3,664,475
2006/07	Unlimited	None	96.0	331,250	507	9	3,577,656	261,770	3,839,425
2007/08	Unlimited	None	84.0	342,744	503	19	2,916,279	385,420	3,301,699
2008/09	Unlimited	None	72.0	322,456	486	9	1,943,370	234,836	2,178,206
2009/10	Unlimited	None	60.0	328,981	497	23	2,861,821	523,850	3,485,671
2010/11	Unlimited	None	48.0	315,947	501	23	2,348,663	413,288	2,761,951
2011/12	Unlimited	None	36.0	310,723	461	42	1,641,280	759,982	2,401,262
2012/13	Unlimited	None	24.0	313,335	444	48	1,197,119	958,496	2,155,615
2013/14	Unlimited	None	12.0	327,427	404	124	471,772	821,693	1,293,465
Total					8,144	367	\$66,296,792	\$7,660,928	\$73,957,720

(8), (9) and (10) are gross of the specific self-insured retention and other recoveries.

Data was provided by the District.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-2 (page 1)

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)	Months of Development (5)	Percent Losses Paid (6)	Percent Losses Reported (7)	Percent Claims Reported (8)
360.0	99.9%	100.0%	100.0%	354.0	99.9%	100.0%	100.0%
348.0	99.8%	100.0%	100.0%	342.0	99.8%	100.0%	100.0%
336.0	99.8%	100.0%	100.0%	330.0	99.7%	100.0%	100.0%
324.0	99.7%	100.0%	100.0%	318.0	99.6%	100.0%	100.0%
312.0	99.5%	100.0%	100.0%	306.0	99.5%	100.0%	100.0%
300.0	99.4%	100.0%	100.0%	294.0	99.2%	100.0%	100.0%
288.0	99.1%	100.0%	100.0%	282.0	98.9%	100.0%	100.0%
276.0	98.7%	100.0%	100.0%	270.0	98.4%	100.0%	100.0%
264.0	98.1%	100.0%	100.0%	258.0	97.7%	100.0%	100.0%
252.0	97.3%	100.0%	100.0%	246.0	96.7%	99.8%	100.0%
240.0	96.2%	99.7%	100.0%	234.0	96.1%	99.7%	100.0%
228.0	96.1%	99.6%	100.0%	222.0	96.0%	99.6%	100.0%
216.0	96.0%	99.5%	100.0%	210.0	95.9%	99.5%	100.0%
204.0	95.9%	99.4%	100.0%	198.0	95.8%	99.4%	100.0%
192.0	95.8%	99.3%	100.0%	186.0	95.7%	99.3%	100.0%
180.0	95.6%	99.2%	100.0%	174.0	95.4%	99.2%	100.0%
168.0	95.3%	99.1%	100.0%	162.0	95.1%	99.1%	100.0%
156.0	94.8%	99.0%	100.0%	150.0	94.3%	99.0%	100.0%
144.0	93.9%	98.9%	100.0%	138.0	93.0%	98.8%	100.0%
132.0	92.0%	98.6%	100.0%	126.0	91.0%	98.5%	100.0%
120.0	90.1%	98.3%	100.0%	114.0	89.0%	98.1%	100.0%
108.0	87.9%	97.8%	100.0%	102.0	86.2%	97.3%	100.0%
96.0	84.5%	96.9%	100.0%	90.0	82.7%	95.9%	100.0%
84.0	80.8%	95.0%	100.0%	78.0	77.7%	93.7%	100.0%
72.0	74.5%	92.5%	100.0%	66.0	71.1%	90.7%	100.0%
60.0	67.7%	88.9%	100.0%	54.0	64.1%	86.2%	100.0%
48.0	60.5%	83.5%	100.0%	42.0	55.4%	78.4%	99.9%
36.0	50.4%	73.2%	99.8%	30.0	43.9%	67.1%	99.6%
24.0	37.3%	61.0%	99.4%	18.0	26.1%	48.5%	98.3%
12.0	14.9%	35.9%	97.2%	6.0	7.5%	17.9%	48.6%

(2) is from Exhibit WC-2 (page 2).

(3) is from Exhibit WC-2 (page 3).

(4) is from Exhibit WC-2 (page 4).

(6), (7) and (8) are interpolated, based on (2), (3) and (4), respectively.



Historical Unlimited Paid Losses (\$'000) and Unlimited Paid Loss Development

Amounts are unlimited (gross of excess insurance).

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	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-LR
to 1994/95																				
1995/96																				
1996/97																				
1997/98																				
1998/99																				
1999/00																				
2000/01																				
2001/02																				
2002/03																				
2003/04																				
2004/05																				
2005/06																				
2006/07																				
2007/08																				
2008/09																				
2009/10																				
2010/11																				
2011/12																				
2012/13																				
2013/14																				

II. Unlimited Reported Incurred Loss Development

Claim Period	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-LR
to 1994/95																				
1995/96																				
1996/97																				
1997/98																				
1998/99																				
1999/00																				
2000/01																				
2001/02																				
2002/03																				
2003/04																				
2004/05																				
2005/06																				
2006/07																				
2007/08																				
2008/09																				
2009/10																				
2010/11																				
2011/12																				
2012/13																				
2013/14																				

Average

All

Wtd 3

Wtd 5

Wtd 10

Wtd 15

Wtd 20

Wtd 25

Wtd 30

Wtd 35

Wtd 40

Wtd 45

Wtd 50

Wtd 55

Wtd 60

Wtd 65

Wtd 70

Wtd 75

Wtd 80

Wtd 85

Wtd 90

Wtd 95

Wtd 100

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	12	24	Months of Development:		60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1994/95			36	48																
1995/96							13	24	14	25	15	15	15	15	15	15	60	60	62	62
1996/97							24	108	108	108	108	108	108	108	108	108	108	108	108	108
1997/98							125	125	126	126	126	126	126	126	126	126	126	126	126	126
1998/99							273	273	273	273	273	273	273	273	273	273	273	273	273	273
1999/00							677	677	677	677	677	677	677	677	677	677	677	677	677	677
2000/01							677	677	677	677	677	677	677	677	677	677	677	677	677	677
2001/02	613	628	616	616	616	616	616	616	616	616	616	616	616	616	616	616	616	616	616	616
2002/03	589	590	590	590	590	590	590	590	590	590	590	590	590	590	590	590	590	590	590	590
2003/04	424	388	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411	411
2004/05	477	477	481	481	481	481	481	481	481	481	481	481	481	481	481	481	481	481	481	481
2005/06	448	464	466	466	466	466	466	466	466	466	466	466	466	466	466	466	466	466	466	466
2006/07	481	499	501	501	501	501	501	501	501	501	501	501	501	501	501	501	501	501	501	501
2007/08	491	499	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
2008/09	473	484	483	483	483	483	483	483	483	483	483	483	483	483	483	483	483	483	483	483
2009/10	487	496	488	488	488	488	488	488	488	488	488	488	488	488	488	488	488	488	488	488
2010/11	487	494	497	497	497	497	497	497	497	497	497	497	497	497	497	497	497	497	497	497
2011/12	453	450	461	461	461	461	461	461	461	461	461	461	461	461	461	461	461	461	461	461
2012/13	435	444																		
2013/14	404																			

II. Reported Claim Development

Claim Period	12-24	24-36	Months of Development:		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-LR
to 1994/95			36-48	48-60																
1995/96																				
1996/97																				
1997/98																				
1998/99																				
1999/00																				
2000/01																				
2001/02	1.024	1.006	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001	1.001
2002/03	1.062	1.014	1.152	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003	1.003
2003/04	0.938	1.004	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002	1.002
2004/05	1.289	1.008	1.002	1.000	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004	1.004
2005/06	1.096	1.004	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
2006/07	1.023	1.002	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
2007/08	1.016	1.002	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
2008/09	1.023	1.004	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
2009/10	1.016	1.004	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
2010/11	1.014	1.006	1.004	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
2011/12	1.015	1.002	1.003	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
2012/13	1.021																			
2013/14																				

Average All	1.036	1.048	1.015	1.022	1.001	1.002	1.000	1.011	1.001	1.008	1.005	1.000	1.000	1.000	1.002	1.000	1.000	1.017	1.000	
Wtd 3	1.017	1.004	1.003	1.001	1.001	1.002	1.000	1.000	1.002	1.000	1.000	1.000	1.000	1.000	1.004	1.000	1.000	1.000	1.000	
Last 3	1.017	1.004	1.003	1.001	1.001	1.002	1.000	1.000	1.002	1.000	1.000	1.000	1.000	1.000	1.003	1.000	1.000	1.000	1.000	
Last 5	1.018	1.003	1.003	1.000	1.001	1.001	1.000	1.000	1.001	1.000	1.000	1.000	1.000	1.000	1.003	1.000	1.000	1.000	1.000	
z-N Low																				
Similar	1.076	1.006	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	
Previous	1.025	1.004	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	
Selected	1.023	1.004	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	
Cumulative	1.029	1.006	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	
Percent	97.2%	99.4%	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										Historical Ratio of Unlimited Paid Losses and Unlimited Reported Incurred Losses									
	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
to 1994/95																				
1995/96																				
1996/97																				
1997/98																				
1998/99																				
1999/00																				
2000/01																				
2001/02																				
2002/03																				
2003/04																				
2004/05																				
2005/06																				
2006/07																				
2007/08																				
2008/09																				
2009/10																				
2010/11																				
2011/12																				
2012/13																				
2013/14																				
Average																				
All	39.0%	57.6%	67.2%	74.5%	77.6%	79.7%	82.7%	83.0%	85.2%	87.5%	82.0%	92.3%	92.4%	95.2%	95.6%	97.1%	96.8%	97.2%	97.4%	97.0%
Last 3	28.7%	56.5%	66.5%	79.6%	81.0%	87.2%	85.1%	88.1%	89.6%	94.7%	82.9%	89.0%	90.4%	95.0%	95.5%	97.4%	96.9%	97.2%	97.4%	97.0%
Last 5	26.1%	51.9%	63.1%	75.4%	81.0%	80.8%	87.7%	91.2%	88.2%	90.5%	90.9%	92.0%	92.0%	95.0%	95.5%	97.4%	96.9%	97.2%	97.4%	97.0%
±10 low																				
Implicit	41.5%	61.2%	69.8%	72.4%	76.2%	80.6%	85.1%	87.2%	89.8%	91.6%	93.3%	94.9%	95.8%	96.2%	96.3%	96.4%	96.4%	96.4%	96.4%	96.4%



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-3

Developed Limited Paid Losses

Claim Period (1)	Months of Development 6/30/14 (2)	Limited Paid Losses 6/30/14 (3)	Percent Losses Paid (4)	Developed Limited Paid Losses (3)/(4) (5)
to 1994/95	240.0	\$7,120,569	96.2%	\$7,405,391
1995/96	228.0	1,276,277	96.1%	1,328,655
1996/97	216.0	955,585	96.0%	995,797
1997/98	204.0	4,550,148	95.9%	4,746,364
1998/99	192.0	2,914,191	95.8%	3,042,900
1999/00	180.0	4,686,315	95.6%	4,903,078
2000/01	168.0	5,436,255	95.3%	5,704,770
2001/02	156.0	6,359,065	94.8%	6,706,526
2002/03	144.0	5,729,804	93.9%	6,103,311
2003/04	132.0	4,033,481	92.0%	4,382,339
2004/05	120.0	3,097,384	90.1%	3,439,315
2005/06	108.0	3,018,932	87.9%	3,436,006
2006/07	96.0	3,577,656	84.5%	4,234,796
2007/08	84.0	2,916,279	80.8%	3,607,276
2008/09	72.0	1,943,370	74.5%	2,608,168
2009/10	60.0	2,961,821	67.7%	4,372,517
2010/11	48.0	2,348,663	60.5%	3,883,394
2011/12	36.0	1,633,780	50.4%	3,241,645
2012/13	24.0	1,197,119	37.3%	3,206,588
2013/14	12.0	471,772	14.9%	3,159,207

(3) is from Exhibit WC-1.

(4) is from Exhibit WC-2.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-4

Developed Limited Reported Incurred Losses

Claim Period (1)	Months of Development 6/30/14 (2)	Limited Reported Incurred Losses 6/30/14 (3)	Percent Losses Reported (4)	Developed Limited Reported Incurred Losses (3)/(4) (5)
to 1994/95	240.0	\$7,337,726	99.7%	\$7,359,739
1995/96	228.0	1,276,277	99.6%	1,281,386
1996/97	216.0	955,585	99.5%	960,370
1997/98	204.0	4,707,791	99.4%	4,736,095
1998/99	192.0	3,046,906	99.3%	3,068,289
1999/00	180.0	4,872,853	99.2%	4,911,958
2000/01	168.0	5,692,620	99.1%	5,744,042
2001/02	156.0	7,560,749	99.0%	7,636,675
2002/03	144.0	5,901,716	98.9%	5,966,943
2003/04	132.0	4,071,891	98.6%	4,129,245
2004/05	120.0	3,391,009	98.3%	3,449,088
2005/06	108.0	3,664,475	97.8%	3,745,875
2006/07	96.0	3,839,425	96.9%	3,963,958
2007/08	84.0	3,301,699	95.0%	3,476,967
2008/09	72.0	2,178,206	92.5%	2,355,768
2009/10	60.0	3,485,671	88.9%	3,920,606
2010/11	48.0	2,761,951	83.5%	3,308,510
2011/12	36.0	2,393,762	73.2%	3,268,905
2012/13	24.0	2,155,615	61.0%	3,532,431
2013/14	12.0	1,293,465	35.9%	3,603,347

(3) is from Exhibit WC-1.

(4) is from Exhibit WC-2.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-5

Developed Limited Case Reserves

Claim Period (1)	Months of Development 6/30/14 (2)	Percent Losses Paid (3)	Percent Losses Reported (4)	Percent Losses Reserved 6/30/14 [(4)-(3)]/ [100.0%-(3)] (5)	Limited Paid Losses 6/30/14 (6)	Limited Case Reserves 6/30/14 (7)	Developed Limited Case Reserves (6)+(7)/(5) (8)
to 1994/95	240.0	96.2%	99.7%	92.2%	\$7,120,569	\$217,158	\$7,356,038
1995/96	228.0	96.1%	99.6%	89.9%	1,276,277	0	1,276,277
1996/97	216.0	96.0%	99.5%	87.7%	955,585	0	955,585
1997/98	204.0	95.9%	99.4%	85.5%	4,550,148	157,643	4,734,431
1998/99	192.0	95.8%	99.3%	83.5%	2,914,191	132,715	3,073,086
1999/00	180.0	95.6%	99.2%	82.0%	4,686,315	186,538	4,913,822
2000/01	168.0	95.3%	99.1%	81.0%	5,436,255	256,365	5,752,831
2001/02	156.0	94.8%	99.0%	80.8%	6,359,065	1,201,684	7,846,115
2002/03	144.0	93.9%	98.9%	82.1%	5,729,804	171,912	5,939,101
2003/04	132.0	92.0%	98.6%	82.6%	4,033,481	38,410	4,080,010
2004/05	120.0	90.1%	98.3%	83.1%	3,097,384	293,624	3,450,883
2005/06	108.0	87.9%	97.8%	82.1%	3,018,932	645,543	3,805,243
2006/07	96.0	84.5%	96.9%	79.8%	3,577,656	261,770	3,905,875
2007/08	84.0	80.8%	95.0%	73.7%	2,916,279	385,420	3,439,344
2008/09	72.0	74.5%	92.5%	70.4%	1,943,370	234,836	2,276,805
2009/10	60.0	67.7%	88.9%	65.6%	2,961,821	523,850	3,760,191
2010/11	48.0	60.5%	83.5%	58.2%	2,348,663	413,288	3,058,789
2011/12	36.0	50.4%	73.2%	46.0%	1,633,780	759,982	3,285,017
2012/13	24.0	37.3%	61.0%	37.8%	1,197,119	958,496	3,732,570
2013/14	12.0	14.9%	35.9%	24.6%	471,772	821,693	3,806,165

(3) and (4) are from Exhibit WC-2.

(6) and (7) are from Exhibit WC-1.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-6

Preliminary Projected Ultimate Limited Losses to 2013/14

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 1994/95	\$7,405,391	\$7,359,739	\$7,356,038	\$7,359,442
1995/96	1,328,655	1,281,386	1,276,277	1,276,277
1996/97	995,797	960,370	955,585	955,585
1997/98	4,746,364	4,736,095	4,734,431	4,734,431
1998/99	3,042,900	3,068,289	3,073,086	3,073,086
1999/00	4,903,078	4,911,958	4,913,822	4,913,822
2000/01	5,704,770	5,744,042	5,752,831	5,752,831
2001/02	6,706,526	7,636,675	7,846,115	7,846,115
2002/03	6,103,311	5,966,943	5,939,101	5,939,101
2003/04	4,382,339	4,129,245	4,080,010	4,080,010
2004/05	3,439,315	3,449,088	3,450,883	3,450,883
2005/06	3,436,006	3,745,875	3,805,243	3,805,243
2006/07	4,234,796	3,963,958	3,905,875	3,911,684
2007/08	3,607,276	3,476,967	3,439,344	3,446,869
2008/09	2,608,168	2,355,768	2,276,805	2,300,494
2009/10	4,372,517	3,920,606	3,760,191	3,824,357
2010/11	3,883,394	3,308,510	3,058,789	3,241,138
2011/12	3,241,645	3,268,905	3,285,017	3,269,898
2012/13	3,206,588	3,532,431	3,732,570	3,547,318
2013/14	3,159,207	3,603,347	3,806,165	3,595,646

(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.



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-7

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)X10 (4)	Loss Rate Trend (2014/15 = 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)
2004/05	\$3,450,883	\$284,445	\$1.21	1.222	\$1.48	\$0.95
2005/06	3,805,243	289,808	1.31	1.220	1.60	0.96
2006/07	3,911,684	331,250	1.18	1.209	1.43	0.96
2007/08	3,446,869	342,744	1.01	1.161	1.17	1.00
2008/09	2,300,494	322,456	0.71	1.119	0.80	1.04
2009/10	3,824,357	328,981	1.16	1.096	1.27	1.06
2010/11	3,241,138	315,947	1.03	1.078	1.11	1.08
2011/12	3,269,898	310,723	1.05	1.056	1.11	1.10
2012/13	3,547,318	313,335	1.13	1.053	1.19	1.11
2013/14	3,595,646	327,427	1.10	1.036	1.14	1.12

(7) Projected 2014/15 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 6/30/14 (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)+X(6) (7)
2009/10	\$2,961,821	67.7%	\$1.06	\$328,981	\$1,127,707	\$4,089,528
2010/11	2,348,663	60.5%	1.08	315,947	1,349,307	3,697,970
2011/12	1,633,780	50.4%	1.10	310,723	1,699,614	3,333,393
2012/13	1,197,119	37.3%	1.11	313,335	2,171,360	3,368,479
2013/14	471,772	14.9%	1.12	327,427	3,132,967	3,604,739

III. Bornhuetter - Ferguson Analysis Based on Limited Reported Incurred Losses

Claim Period (1)	Limited Reported Incurred Losses 6/30/14 (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)+X(6) (7)
2009/10	\$3,485,671	88.9%	\$1.06	\$328,981	\$387,762	\$3,873,433
2010/11	2,761,951	83.5%	1.08	315,947	564,020	3,325,971
2011/12	2,393,762	73.2%	1.10	310,723	917,366	3,311,128
2012/13	2,155,615	61.0%	1.11	313,335	1,350,504	3,506,119
2013/14	1,293,465	35.9%	1.12	327,427	2,360,911	3,654,376

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).



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-8

Frequency Times Severity Analysis

I. Projected Ultimate Claims

Claim Period (1)	Months of Development 6/30/14 (2)	Reported Claims 6/30/14 (3)	Percent Claims Reported (4)	Projected Ultimate Claims (3)/(4) (5)	Payroll (000) (6)	Frequency (per \$1M of Payroll) (5)/(6)X1,000 (7)
2004/05	120.0	487	100.0%	487	\$284,445	1.71
2005/06	108.0	466	100.0%	466	289,808	1.61
2006/07	96.0	507	100.0%	507	331,250	1.53
2007/08	84.0	503	100.0%	503	342,744	1.47
2008/09	72.0	486	100.0%	486	322,456	1.51
2009/10	60.0	497	100.0%	497	328,981	1.51
2010/11	48.0	501	100.0%	501	315,947	1.59
2011/12	36.0	461	99.8%	462	310,723	1.49
2012/13	24.0	444	99.4%	447	313,335	1.43
2013/14	12.0	404	97.2%	416	327,427	1.27

II. Frequency Times Severity

Claim Period (1)	Preliminary Projected Ultimate Limited Losses (2)	Projected Ultimate Claims (3)	Average Severity (2)/(3) (4)	Severity Trend (2014/15 = 1,000) (5)	Trended Average Claim Severity (4)X(5) (6)	De-Trended Projected 2014/15 Average Claim Severity (7)/(5) (8)	Frequency Times Severity (3)X(8) (9)
2004/05	\$3,450,883	487	\$7,086	1.643	\$11,641	\$5,445	\$2,651,756
2005/06	3,805,243	466	8,166	1.591	12,995	5,621	2,619,405
2006/07	3,911,684	507	7,715	1.531	11,816	5,841	2,961,400
2007/08	3,446,869	503	6,853	1.428	9,784	6,265	3,151,370
2008/09	2,300,494	486	4,734	1.336	6,323	6,697	3,254,739
2009/10	3,824,357	497	7,695	1.271	9,781	7,038	3,497,855
2010/11	3,241,138	501	6,469	1.213	7,849	7,373	3,693,794
2011/12	3,269,898	462	7,078	1.154	8,170	7,750	3,580,394
2012/13	3,547,318	447	7,936	1.118	8,869	8,004	3,577,884
2013/14	3,595,646	416	8,643	1.067	9,220	8,386	3,488,555
(7) Projected 2014/15 average claim severity					\$8,946		

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

Exhibit WC-9

Projected Ultimate Limited Losses to 2013/14

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 1994/95	\$7,405,391	\$7,359,739	\$7,356,038				\$7,359,442
1995/96	1,328,655	1,281,386	1,276,277				1,276,277
1996/97	995,797	960,370	955,585				955,585
1997/98	4,746,364	4,736,095	4,734,431				4,734,000
1998/99	3,042,900	3,068,289	3,073,086				3,073,000
1999/00	4,903,078	4,911,958	4,913,822				4,914,000
2000/01	5,704,770	5,744,042	5,752,831				5,753,000
2001/02	6,706,526	7,636,675	7,846,115				7,846,000
2002/03	6,103,311	5,966,943	5,939,101				5,939,000
2003/04	4,382,339	4,129,245	4,080,010				4,080,000
2004/05	3,439,315	3,449,088	3,450,883				3,451,000
2005/06	3,436,006	3,745,875	3,805,243				3,805,000
2006/07	4,234,796	3,963,958	3,905,875				3,912,000
2007/08	3,607,276	3,476,967	3,439,344				3,447,000
2008/09	2,608,168	2,355,768	2,276,805				2,300,000
2009/10	4,372,517	3,920,606	3,760,191	4,089,528	3,873,433	3,497,855	3,824,000
2010/11	3,883,394	3,308,510	3,058,789	3,697,970	3,325,971	3,693,794	3,241,000
2011/12	3,241,645	3,268,905	3,285,017	3,333,393	3,311,128	3,580,394	3,270,000
2012/13	3,206,588	3,532,431	3,732,570	3,368,479	3,506,119	3,577,884	3,526,000
2013/14	3,159,207	3,603,347	3,806,165	3,604,739	3,654,376	3,488,555	3,631,000

(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

Exhibit WC-10

Projected Ultimate Limited Losses for 2014/15 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 (2014/15 = 1.000) (5)	Trended Limited Loss Rate per \$100 of Payroll (4)X(5) (6)
2004/05	\$3,451,000	\$284,445	\$1.21	1.222	\$1.48
2005/06	3,805,000	289,808	1.31	1.220	1.60
2006/07	3,912,000	331,250	1.18	1.209	1.43
2007/08	3,447,000	342,744	1.01	1.161	1.17
2008/09	2,300,000	322,456	0.71	1.119	0.80
2009/10	3,824,000	328,981	1.16	1.096	1.27
2010/11	3,241,000	315,947	1.03	1.078	1.11
2011/12	3,270,000	310,723	1.05	1.056	1.11
2012/13	3,526,000	313,335	1.13	1.053	1.19
2013/14	3,631,000	327,427	1.11	1.036	1.15
Total	\$34,407,000	\$3,167,117	\$1.09		\$1.23

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)
2014/15	\$1.17	\$349,506	\$4,074,000	0.98	\$1.14	\$3,983,000
2015/16	1.19	336,201	3,997,000	0.98	1.16	3,908,000

(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) for 2014/15 is based on (6) and actuarial judgment.

(7) for 2015/16 and subsequent are based on 2014/15 plus the trend in Exhibit WC-14.

(8) to 2015/16 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

Exhibit WC-11

Estimated Outstanding Losses as of June 30, 2014

Claim Period (1)	Limited Paid Losses 6/30/14 (2)	Limited Case Reserves 6/30/14 (3)	Limited Reported Incurred Losses 6/30/14 (4)	Projected Ultimate Limited Losses (5)	Estimated IBNR 6/30/14 (5)-(4) (6)	Estimated Outstanding Losses 6/30/14 (3)+(6) (7)	Present Value Factor (8)	Present Value of Estimated Outstanding Losses 6/30/14 (7)X(8) (9)
to 1994/95	\$7,120,569	\$217,158	\$7,337,726	\$7,359,442	\$21,716	\$238,874	0.99	\$235,878
1995/96	1,276,277	0	1,276,277	1,276,277	0	0	0.98	0
1996/97	955,585	0	955,585	955,585	0	0	0.98	0
1997/98	4,550,148	157,643	4,707,791	4,734,000	26,209	183,852	0.97	179,110
1998/99	2,914,191	132,715	3,046,906	3,073,000	26,094	158,809	0.97	154,047
1999/00	4,686,315	186,538	4,872,853	4,914,000	41,147	227,685	0.97	220,085
2000/01	5,436,255	256,365	5,692,620	5,753,000	60,380	316,745	0.96	305,352
2001/02	6,359,065	1,201,684	7,560,749	7,846,000	285,251	1,486,935	0.96	1,431,638
2002/03	5,729,804	171,912	5,901,716	5,939,000	37,284	209,196	0.96	201,704
2003/04	4,033,481	38,410	4,071,891	4,080,000	8,109	46,519	0.97	45,046
2004/05	3,097,384	293,624	3,391,009	3,451,000	59,991	353,615	0.97	343,134
2005/06	3,018,932	645,543	3,664,475	3,805,000	140,525	786,068	0.97	763,564
2006/07	3,577,656	261,770	3,839,425	3,912,000	72,575	334,345	0.97	325,428
2007/08	2,916,279	385,420	3,301,699	3,447,000	145,301	530,721	0.97	516,939
2008/09	1,943,370	234,836	2,178,206	2,300,000	121,794	356,630	0.98	348,161
2009/10	2,961,821	523,850	3,485,671	3,824,000	338,329	862,179	0.98	842,261
2010/11	2,348,663	413,288	2,761,951	3,241,000	479,049	892,337	0.98	871,570
2011/12	1,633,780	759,982	2,393,762	3,270,000	876,238	1,636,220	0.98	1,598,736
2012/13	1,197,119	958,496	2,155,615	3,526,000	1,370,385	2,328,881	0.98	2,276,504
2013/14	471,772	821,693	1,293,465	3,631,000	2,337,535	3,159,228	0.98	3,093,522
Total	\$66,228,465	\$7,660,928	\$73,889,394	\$80,337,304	\$6,447,912	\$14,108,839		\$13,752,679

(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

Exhibit WC-12

Projected Losses Paid July 1, 2014 to June 30, 2015

Claim Period (1)	Months of Development 6/30/14 (2)	Percent Losses Paid (3)	Months of Development 6/30/15 (4)	Percent Losses Paid (5)	Percent Outstanding Losses Paid 7/1/14 to 6/30/15 [(5)-(3)]/ [100.0%-(3)] (6)	Estimated Outstanding Losses 6/30/14 (7)	Projected Losses Paid (6)X(7) (8)	Estimated Outstanding Losses 6/30/15 (7)-(8) (9)	Present Value Factor (10)	Present Value of Estimated Outstanding Losses 6/30/15 (9)X(10) (11)
to 1994/95	240.0	96.2%	252.0	97.3%	30.0%	\$238,874	\$71,662	\$167,212	0.99	\$165,186
1995/96	228.0	96.1%	240.0	96.2%	2.4%	0	0	0	0.99	0
1996/97	216.0	96.0%	228.0	96.1%	2.4%	0	0	0	0.98	0
1997/98	204.0	95.9%	216.0	96.0%	2.3%	183,852	4,263	179,589	0.98	175,729
1998/99	192.0	95.8%	204.0	95.9%	2.3%	158,809	3,596	155,213	0.97	151,209
1999/00	180.0	95.6%	192.0	95.8%	4.3%	227,685	9,845	217,840	0.97	211,308
2000/01	168.0	95.3%	180.0	95.6%	6.1%	316,745	19,238	297,507	0.97	287,576
2001/02	156.0	94.8%	168.0	95.3%	9.2%	1,486,935	136,066	1,350,869	0.96	1,302,278
2002/03	144.0	93.9%	156.0	94.8%	15.3%	209,196	32,092	177,104	0.96	170,518
2003/04	132.0	92.0%	144.0	93.9%	23.1%	46,519	10,757	35,762	0.96	34,481
2004/05	120.0	90.1%	132.0	92.0%	19.9%	353,615	70,471	283,144	0.97	274,176
2005/06	108.0	87.9%	120.0	90.1%	18.1%	786,068	142,246	643,822	0.97	624,740
2006/07	96.0	84.5%	108.0	87.9%	21.8%	334,345	72,811	261,534	0.97	254,047
2007/08	84.0	80.8%	96.0	84.5%	19.0%	530,721	100,793	429,928	0.97	418,462
2008/09	72.0	74.5%	84.0	80.8%	24.8%	356,630	88,614	268,016	0.97	261,056
2009/10	60.0	67.7%	72.0	74.5%	21.0%	862,179	181,018	681,161	0.98	664,986
2010/11	48.0	60.5%	60.0	67.7%	18.4%	892,337	163,870	728,467	0.98	711,638
2011/12	36.0	50.4%	48.0	60.5%	20.3%	1,636,220	332,518	1,303,702	0.98	1,273,362
2012/13	24.0	37.3%	36.0	50.4%	20.9%	2,328,881	485,592	1,843,289	0.98	1,801,061
2013/14	12.0	14.9%	24.0	37.3%	26.3%	3,159,228	831,891	2,327,337	0.98	2,274,995
2014/15	0.0	0.0%	12.0	14.9%	14.9%	4,074,000	608,380	3,465,620	0.98	3,393,542
Total						\$18,182,839	\$3,365,723	\$14,817,116		\$14,450,350

(3) and (5) are from Exhibit WC-2.

(7) to 2013/14 is from Exhibit WC-11. The amount for 2014/15 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

Exhibit WC-13

Projected Losses Paid July 1, 2015 to June 30, 2016

Claim Period (1)	Months of Development 6/30/15 (2)	Percent Losses Paid (3)	Months of Development 6/30/16 (4)	Percent Losses Paid (5)	Percent Outstanding Losses Paid 7/1/15 to 6/30/16 [(5)-(3)]/ [100.0%-(3)] (6)	Estimated Outstanding Losses 6/30/15 (7)	Projected Losses Paid (6)X(7) (8)	Estimated Outstanding Losses 6/30/16 (7)-(8) (9)	Present Value Factor (10)	Present Value of Estimated Outstanding Losses 6/30/16 (9)X(10) (11)
to 1994/95	252.0	97.3%	264.0	98.1%	30.0%	\$187,212	\$50,164	\$117,048	0.99	\$115,693
1995/96	240.0	96.2%	252.0	97.3%	30.0%	0	0	0	0.99	0
1996/97	228.0	96.1%	240.0	96.2%	2.4%	0	0	0	0.99	0
1997/98	216.0	96.0%	228.0	96.1%	2.4%	179,589	4,268	175,321	0.98	172,326
1998/99	204.0	95.9%	216.0	96.0%	2.3%	155,213	3,599	151,614	0.98	148,355
1999/00	192.0	95.8%	204.0	95.9%	2.3%	217,840	4,932	212,908	0.97	207,416
2000/01	180.0	95.6%	192.0	95.8%	4.3%	297,507	12,864	284,643	0.97	276,107
2001/02	168.0	95.3%	180.0	95.6%	6.1%	1,350,869	82,048	1,268,821	0.97	1,226,467
2002/03	156.0	94.8%	168.0	95.3%	9.2%	177,104	18,206	160,898	0.96	155,110
2003/04	144.0	93.9%	156.0	94.8%	15.3%	35,762	5,486	30,276	0.96	29,150
2004/05	132.0	92.0%	144.0	93.9%	23.1%	283,144	65,474	217,670	0.96	209,875
2005/06	120.0	90.1%	132.0	92.0%	19.9%	643,822	128,306	515,516	0.97	499,188
2006/07	108.0	87.9%	120.0	90.1%	18.1%	261,534	47,327	214,207	0.97	207,858
2007/08	96.0	84.5%	108.0	87.9%	21.8%	429,928	93,626	336,302	0.97	326,674
2008/09	84.0	80.8%	96.0	84.5%	19.0%	268,016	50,901	217,115	0.97	211,325
2009/10	72.0	74.5%	84.0	80.8%	24.8%	681,181	169,252	511,909	0.97	498,616
2010/11	60.0	67.7%	72.0	74.5%	21.0%	728,467	152,945	575,522	0.98	561,855
2011/12	48.0	60.5%	60.0	67.7%	18.4%	1,303,702	239,413	1,064,289	0.98	1,039,701
2012/13	36.0	50.4%	48.0	60.5%	20.3%	1,843,289	374,599	1,468,690	0.98	1,434,511
2013/14	24.0	37.3%	36.0	50.4%	20.9%	2,327,337	485,270	1,842,067	0.98	1,799,867
2014/15	12.0	14.9%	24.0	37.3%	26.3%	3,465,620	912,571	2,553,049	0.98	2,495,631
2015/16	0.0	0.0%	12.0	14.9%	14.9%	3,997,000	596,882	3,400,118	0.98	3,329,402
Total						\$18,814,116	\$3,496,133	\$15,317,983		\$14,945,127

(3) and (5) are from Exhibit WC-2.

(7) to 2014/15 is from Exhibit WC-12, (9). The amount for 2015/16 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

Exhibit WC-14

Loss Rate and Severity Trend

I. Benefit Level Changes

Effective Date (1)	Benefit Level Change (2)	Cumulative Benefit Level Change (3)
01/01/05	0.768	0.768
01/01/06	0.965	0.741
01/01/07	1.006	0.746
02/15/07	1.011	0.754
01/01/08	1.022	0.770
01/01/09	1.013	0.780
01/01/10	1.001	0.781
01/01/12	1.001	0.782
01/01/13	0.965	0.755
01/01/14	1.031	0.778

II. Loss Rate and Severity Trend

Claim Period (1)	Benefit Trend (2014/15 = 1.000) (2)	Residual Trend (2014/15 = 1.000) (3)	Retention Index (2014/15 = 1.000) (4)	Loss Rate Trend (2014/15 = 1.000) (2)X(3)X(4) (5)	Wage Trend (2014/15 = 1.000) (6)	Severity Trend (2014/15 = 1.000) (5)X(6) (7)
2004/05	1.013	1.219	0.990	1.222	1.344	1.643
2005/06	1.031	1.195	0.990	1.220	1.305	1.591
2006/07	1.042	1.172	0.990	1.209	1.267	1.531
2007/08	1.021	1.149	0.990	1.161	1.230	1.428
2008/09	1.003	1.126	0.990	1.119	1.194	1.336
2009/10	0.996	1.104	0.997	1.096	1.159	1.271
2010/11	0.996	1.082	1.000	1.078	1.126	1.213
2011/12	0.995	1.061	1.000	1.056	1.093	1.154
2012/13	1.013	1.040	1.000	1.053	1.061	1.118
2013/14	1.015	1.020	1.000	1.036	1.030	1.067
2014/15	1.000	1.000	1.000	1.000	1.000	1.000
2015/16	1.000	0.980	1.000	0.980	0.971	0.952

Section I, (2) and (3) reflect NCCI data.

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

Exhibit WC-15

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 6/30/14 (5)	Unlimited Case Reserves 6/30/14 (6)	Unlimited Reported Incurred Losses 6/30/14 (7)
SUSD-000010	12/19/1986	to 1994/95	Unlimited	\$277,873	\$7,019	\$284,892
SUSD-000015	12/14/1988	to 1994/95	Unlimited	327,763	0	327,763
SUSD-000017	5/31/1989	to 1994/95	Unlimited	302,097	0	302,097
SUSD-000019	12/1/1989	to 1994/95	Unlimited	251,727	33,103	284,830
SUSD-000024	9/25/1990	to 1994/95	Unlimited	284,391	0	284,391
SUSD-000026	3/1/1991	to 1994/95	Unlimited	509,097	0	509,097
SUSD-000035	7/27/1992	to 1994/95	Unlimited	440,192	27,504	467,696
SUSD-000036	8/4/1992	to 1994/95	Unlimited	263,530	0	263,530
SUSD-000060	2/27/1995	to 1994/95	Unlimited	739,499	112,577	852,077
SUSD-000070	1/30/1996	1995/96	Unlimited	268,821	0	268,821
SUSD-000076	6/30/1996	1995/96	Unlimited	356,606	0	356,606
SUSD-000112	8/21/1997	1997/98	Unlimited	498,842	0	498,842
SUSD-000140	11/24/1997	1997/98	Unlimited	396,441	69,583	466,023
SUSD-000147	1/5/1998	1997/98	Unlimited	243,913	7,050	250,962
SUSD-000183	4/23/1998	1997/98	Unlimited	247,860	30,010	277,870
SUSD-000185	5/1/1998	1997/98	Unlimited	312,168	47,427	359,595
SUSD-000207	6/22/1998	1997/98	Unlimited	408,465	0	408,465
SUSD-000314	5/1/1999	1998/99	Unlimited	324,620	82,916	407,537
SUSD-000321	5/13/1999	1998/99	Unlimited	375,529	18,287	393,816
SUSD-000353	9/7/1999	1999/00	Unlimited	691,307	0	691,307
SUSD-000544	5/5/2000	1999/00	Unlimited	270,828	12,865	283,693
SUSD-000578	6/2/2000	1999/00	Unlimited	975,753	135,057	1,110,810
SUSD-000706	9/13/2000	2000/01	Unlimited	221,094	89,710	310,804
SUSD-000770	10/25/2000	2000/01	Unlimited	257,420	0	257,420
SUSD-001118	4/20/2001	2000/01	Unlimited	356,672	5,888	362,560
SUSD-001154	5/4/2001	2000/01	Unlimited	279,679	33,292	312,971
SUSD-001877	4/11/2002	2001/02	Unlimited	257,856	115,988	373,844
SUSD-001885	4/15/2002	2001/02	Unlimited	1,108,409	981,779	2,090,189
SUSD-001906	4/24/2002	2001/02	Unlimited	298,468	13,806	312,274
SUSD-001981	5/22/2002	2001/02	Unlimited	276,832	0	276,832
SUSD-002245	10/5/2002	2002/03	Unlimited	302,189	0	302,189
SUSD-002393	12/11/2002	2002/03	Unlimited	267,830	7,802	275,631
SUSD-002418	1/7/2003	2002/03	Unlimited	320,042	37,196	357,238
SUSD-002605	4/2/2003	2002/03	Unlimited	318,762	46,214	364,975
SUSD-003019	11/25/2003	2003/04	Unlimited	251,444	12,957	264,401
SUSD-003407	7/26/2004	2004/05	Unlimited	273,588	116,412	390,000
SUSD-003442	8/26/2004	2004/05	Unlimited	265,656	0	265,656
SUSD-003848	6/15/2005	2004/05	Unlimited	262,672	62,287	324,959
SUSD-003874	7/25/2005	2005/06	Unlimited	295,455	73,286	368,741
SUSD-003915	8/24/2005	2005/06	Unlimited	308,963	431,721	740,684
SUSD-004473	10/18/2006	2006/07	Unlimited	1,303,896	0	1,303,896
SUSD-004583	1/16/2007	2006/07	Unlimited	385,294	73,406	458,700
SUSD-005265	5/19/2008	2007/08	Unlimited	348,344	75,488	423,832
SUSD-005882	9/3/2009	2009/10	Unlimited	348,381	170,025	518,407
SUSD-006277	8/31/2010	2010/11	1,000,000	328,423	12,300	340,723

The claim(s) indicated by a *** have been limited in development.

(1) through (7) were provided by the District.

Size of Loss Distribution

I. Reported Claim Count

Layer (1)	Prior (2)	2009/10 (3)	2010/11 (4)	2011/12 (5)	2012/13 (6)	2013/14 (7)	Total (2)...(7) (8)	Non-Zero Claim Cumulative Total (9)	Non-Zero Claim Cumulative % of Total (10)
0	1,215	5	5	11	58	112	1,406		
0.01 - 5,000	3,700	436	437	404	332	244	5,553	5,553	82.4%
5,000 - 10,000	227	9	19	10	8	17	290	5,843	86.7%
10,000 - 25,000	230	15	17	8	19	19	308	6,151	91.3%
25,000 - 50,000	167	10	9	11	19	7	223	6,374	94.6%
50,000 - 100,000	134	13	7	13	4	5	176	6,550	97.2%
100,000 - 250,000	121	8	6	4	4	0	143	6,693	99.3%
250,000 - 500,000	36	0	1	0	0	0	37	6,730	99.9%
500,000 - 750,000	3	1	0	0	0	0	4	6,734	99.9%
750,000 - 1,000,000	1	0	0	0	0	0	1	6,735	100.0%
Over 1,000,000	3	0	0	0	0	0	3	6,738	100.0%
Total	5,837	497	501	461	444	404	8,144	6,738	

II. Total Reported Incurred Losses

Layer (1)	Prior (2)	2009/10 (3)	2010/11 (4)	2011/12 (5)	2012/13 (6)	2013/14 (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	3,270,104	352,831	308,437	263,114	243,219	284,480	4,722,185	4,722,185	6.4%
5,000 - 10,000	1,534,355	55,839	124,658	77,194	60,138	113,334	1,965,516	6,687,701	9.0%
10,000 - 25,000	3,894,171	223,251	282,320	150,868	316,859	271,849	5,139,117	11,826,818	16.0%
25,000 - 50,000	5,970,977	338,623	288,607	433,096	658,946	264,409	7,954,658	19,781,476	26.7%
50,000 - 100,000	9,586,359	870,917	531,694	905,213	279,084	359,593	12,532,839	32,314,315	43.7%
100,000 - 250,000	18,109,789	1,125,803	885,514	571,779	597,389	0	21,290,274	53,604,589	72.5%
250,000 - 500,000	12,195,239	0	340,723	0	0	0	12,535,962	66,140,551	89.4%
500,000 - 750,000	1,941,088	518,407	0	0	0	0	2,459,495	68,600,047	92.8%
750,000 - 1,000,000	852,391	0	0	0	0	0	852,391	69,452,437	93.9%
Over 1,000,000	4,505,283	0	0	0	0	0	4,505,283	73,957,720	100.0%
Total	\$61,859,756	\$3,485,671	\$2,761,951	\$2,401,262	\$2,155,615	\$1,293,465	\$73,957,720	\$73,957,720	



SANTA ANA UNIFIED SCHOOL DISTRICT
WORKERS' COMPENSATION

Exhibit WC-17

Loss Distribution by Type

I. Claim Counts and Incurred Losses

Claim Period (1)	Reported Claims 6/30/14			Unlimited Reported Incurred Losses 6/30/14				
	Medical Only (2)	Claims w/ Indemnity (3)	Total (2)...(3) (4)	Claims w/ Indemnity				Total (5)...(8) (9)
				Medical Only (5)	Indemnity (6)	Medical (7)	Expense (8)	
2004/05	320	167	487	\$180,830	\$1,031,911	\$1,484,148	\$694,150	\$3,391,039
2005/06	336	130	466	229,775	1,226,177	1,379,846	828,677	3,664,475
2006/07	391	116	507	253,674	717,993	1,743,533	1,124,226	3,839,425
2007/08	380	123	503	245,179	849,714	1,397,332	809,475	3,301,699
2008/09	386	100	486	245,054	573,618	920,799	438,735	2,178,206
2009/10	384	113	497	271,210	1,126,291	1,325,463	762,708	3,485,671
2010/11	350	151	501	204,498	854,317	1,163,702	539,435	2,761,951
2011/12	343	118	461	167,257	618,994	1,071,726	543,285	2,401,262
2012/13	307	137	444	148,948	570,856	844,822	590,989	2,155,615
2013/14	303	101	404	300,058	205,487	600,739	187,181	1,293,465
Total	3,500	1,256	4,756	\$2,246,481	\$7,775,358	\$11,932,110	\$6,518,860	\$28,472,809

II. Percentages

Claim Period (1)	Reported Claims 6/30/14			Unlimited Reported Incurred Losses 6/30/14				
	Medical Only (2)/(4) (10)	Claims w/ Indemnity (3)/(4) (11)	Total (10)...(11) (12)	Claims w/ Indemnity				Total (13)...(16) (17)
				Medical Only (5)/(9) (13)	Indemnity (6)/(9) (14)	Medical (7)/(9) (15)	Expense (8)/(9) (16)	
2004/05	65.7%	34.3%	100.0%	5.3%	30.4%	43.8%	20.5%	100.0%
2005/06	72.1%	27.9%	100.0%	6.3%	33.5%	37.7%	22.6%	100.0%
2006/07	77.1%	22.9%	100.0%	6.8%	18.7%	45.4%	29.3%	100.0%
2007/08	75.5%	24.5%	100.0%	7.4%	25.7%	42.3%	24.5%	100.0%
2008/09	79.4%	20.6%	100.0%	11.3%	26.3%	42.3%	20.1%	100.0%
2009/10	77.3%	22.7%	100.0%	7.8%	32.3%	38.0%	21.9%	100.0%
2010/11	69.9%	30.1%	100.0%	7.4%	30.9%	42.1%	19.5%	100.0%
2011/12	74.4%	25.6%	100.0%	7.0%	25.8%	44.6%	22.6%	100.0%
2012/13	69.1%	30.9%	100.0%	6.9%	26.5%	39.2%	27.4%	100.0%
2013/14	75.0%	25.0%	100.0%	23.2%	15.9%	46.4%	14.5%	100.0%
Total	73.6%	26.4%	100.0%	7.9%	27.3%	41.9%	22.9%	100.0%

Data was provided by the District. Medical Only includes claims with claim type of Medical Only, First Aid or Records Only.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Adoption of Resolution No. 14/15-3023 – Authorization of District Appropriations Limits for Fiscal Years 2013-14 and 2014-15

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Swandayani Singgih, Director, Budget

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 14/15-3023 for authorization of District's appropriations limits for fiscal years 2013-14 and 2014-15.

RATIONALE:

Proposition 4, "The Gann Initiative," approved by the voters on November 6, 1979, requires appropriations limits for state and local governments. This constitutional amendment became Article XIII B of the California Constitution.

Article XIII B established a formula for adjustment of the appropriations limit based upon change in population (Average Daily Attendance) and change in the Consumer Price Index. Categorical income for federal projects, state projects, and special education is over and above the appropriations limit and is not included in the formula.

Article XIII B of the California Constitution and Education Code Section 42132 requires the Board to establish by resolution an appropriations limit for the current and prior fiscal years on or before September 15 of each year.

The District's appropriations limit for 2013-14 was \$355,884,954 and the revenue received in 2013-14 subject to the appropriations limit was \$354,309,753. The District, therefore, is within the appropriations limits for 2013-14. The District's appropriations limit for 2014-15 is estimated to be \$351,480,248.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 14/15-3023 to authorize the District's appropriations limits for fiscal years 2013-14 and 2014-15 at \$355,884,954 and \$351,480,248 respectively.

SP:mm

1 RESOLUTION NO. 14/15-3023

2 BOARD OF EDUCATION

3 SANTA ANA UNIFIED SCHOOL DISTRICT

4 ORANGE COUNTY, CALIFORNIA

5 **Appropriations Limits for Fiscal Years 2013-14 and 2014-15**

6
7 WHEREAS, Article XIII B of the California Constitution provides certain
8 limitations and controls on the total annual appropriations of any school
9 district; and,

10 WHEREAS, Division 9, (commencing with Section 7900) of Title 1 of the
11 Government Code provides for the implementation of Article XIII B; and,

12 WHEREAS, Education Code Section 42132 provides that the governing body of
13 each school district shall annually adopt a resolution to identify the estimated
14 appropriations limit for the district for the current fiscal year and the actual
15 appropriations limit for the district for the preceding fiscal year on or before
16 September 15 of each year; and,

17 WHEREAS, the documentation used in determining the appropriations limits for
18 fiscal years 2013-14 and 2014-15 is available for public inspection in the Office
19 of the Deputy Superintendent, Operations.

20 NOW, THEREFORE, BE IT RESOLVED: That the Board of Education hereby declares
21 as follows:

22 1. The actual appropriations limit for 2013-14 was \$355,884,954, and the
23 appropriations in the 2013-14 budget did not exceed the limitations imposed by
24 Article XIII B of the California Constitution.

25 2. The appropriations limit for 2014-15 is estimated to be \$351,480,248,
26 and the appropriations in the 2014-15 budget do not exceed the limitations imposed
27 by Article XIII B of the California Constitution.

28 ///

Upon motion of Member _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

AYES:

NOES :

ABSENT

[illegible]

I, Rob Richardson, 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 9th day of September, 2014, and passed by a vote of _____ of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand this 9th day of
September, 2014.

Rob Richardson,
Clerk of the Board of Education
Santa Ana Unified School District

AGENDA ITEM BACK-UP SHEET
September 9, 2014

Board Meeting

TITLE: Authorization to Utilize California Multiple Award Schedule Agreement with KYA Services, Inc., for Purchase of Carpeting and Carpeting Installation Supplies

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores
Dennis Ziegler, Director, Building Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to utilize the California Multiple Award Schedule (CMAS) agreement for the purchase of carpeting and carpeting installation supplies through KYA Services, Inc.

RATIONALE:

On March 3, 2014, the State of California entered into Contract No. 4-14-72-0057A with KYA Services, Inc., which grants local government agencies the ability to purchase carpeting and carpeting installation supplies. This contract will continue in effect until termination or not to exceed a period of four years. CMAS Contract No. 4-14-72-0057A is currently in effect until December 31, 2017.

The District can, without going to bid, utilize such contracts pursuant to California Public Contract Code Sections 10298 and 20118. The contract prices offered by KYA Services, Inc., are assessed to be fair, reasonable and competitive. Staff has determined that it is in the best interest of the District to utilize the contract awarded to KYA Services, Inc., under the CMAS Contract No. 4-14-72-0057A.

FUNDING:

Various Funds

RECOMMENDATION:

Authorize staff to utilize the California Multiple Award Schedule Contract No. 4-14-72-0057A awarded to KYA Services, Inc., for the purchase of carpeting and carpeting installation supplies.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Acknowledgement of Receipt of 21st Century Global Academy Charter Petition

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO

PREPARED BY: Mavis Mitchell, Charter Schools Financial Coordinator

BACKGROUND INFORMATION:

The purpose of this agenda item is to acknowledge formal receipt of the 21st Century Global Academy Charter Petition delivered on Tuesday, August 19, 2014.

RATIONALE:

The District is required to comply with California Education Code Section 47605(b) to hold a public hearing on the provisions of a submitted charter petition within 30 days of receipt of the petition. In order to facilitate the setting of the required public hearing and uniformly establish the parameters of the statutory timeline, submitted charter petitions are defined as and deemed received after action has been taken by the Board of Education to formally do so.

Recorded action taken at a regular meeting of the Board of Education effectively acknowledges and documents the date of receipt as the date of the action and thereby establishes the parameters of the statutory timeline and facilitates the setting of the required public hearing date.

FUNDING:

Not Applicable

RECOMMENDATION:

Acknowledge receipt of the 21st Century Global Academy Charter Petition as of the date of the regular meeting of the Board of Education on September 9, 2014.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Authorization to Extend Contract for Purchase and Installation of Audio Visual Systems at Various E-Rate Qualified Sites at 88% with Federal Communications Commission E-Rate Funding, with Digital Networks Group, Inc., for E-Rate Year 14**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**
Ricardo Enz, Director, Information Technology Center

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to authorize staff to extend the contract for the purchase and installation of audio visual systems at various E-Rate qualified sites at 88% with Federal Communications Commission (FCC) E-Rate funding, with Digital Networks Group, Inc., for E-Rate Year 14.

RATIONALE:

At its March 22, 2011 meeting, the Board approved a contract with Digital Networks Group, Inc., for E-Rate Year 14, fiscal Year 2011-12, for the purchase and installation of audio visual systems, pursuant to Bid No. 26-11, at the following sites:

Davis Elementary	King Elementary	Lathrop Intermediate
Edison Elementary	Pio Pico Elementary	MacArthur Fundamental
Franklin Elementary	Remington Elementary	McFadden Intermediate
Fremont Elementary	Romero-Cruz Elementary	Villa Fundamental
Garfield Elementary	Sepulveda Elementary	Willard Intermediate
Harvey Elementary	Thorpe Fundamental Elementary	Godinez Fundamental High School
Jackson Elementary	Wilson Elementary	Segerstrom High School

The District received E-Rate funding for this project. However, all aspects of the installation have not been completed. The FCC allows the extension of spending to provide sufficient time to complete. This project is a continuation of previous E-Rate funding upgrades and enhancements to the network; there will be no change in the original awarded scope of work or vendor. This item only provides for an extension of time to complete work under the terms of the original bid. Staff requests that this contract be extended from October 1, 2014 through September 30, 2015.

FUNDING:

Various Funds As Requested 12%:	\$54,235.08
E-Rate Contribution 88%:	<u>\$397,723.92</u>
Total Cost:	<u>\$451,959.00</u>

No change in original funding above.

RECOMMENDATION:

Authorize staff to extend the contract for purchase and installation of audio visual systems at various E-Rate qualified sites at 88% with Federal Communications Commission E-Rate funding with Digital Networks Group, Inc., pursuant to Bid No. 26-11, and the provisions of Public Contract Code Section 20118.

SP:mm

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 88% with Federal Communications Commission E-Rate Funding, with NexusIS for E-Rate Year 14**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**
Ricardo Enz, Director, Technology Innovation Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to authorize staff to extend the contract for the purchase and installation of major network equipment and installation of structured cabling system at various E-Rate qualified sites at 88% with Federal Communications Commission (FCC) E-Rate funding, with NexusIS for E-Rate Year 14.

RATIONALE:

At its January 11, 2011 meeting, the Board approved a contract with NexusIS for E-Rate Year 14, fiscal year 2011-12, for the purchase and installation of major network equipment, wireless and the installation of structured cabling system, pursuant to Bid No. 14-11, at the following sites:

Davis Elementary	King Elementary	Lathrop Intermediate
Edison Elementary	Pio Pico Elementary	MacArthur Fundamental Intermediate
Franklin Elementary	Remington Elementary	McFadden Intermediate
Fremont Elementary	Romero-Cruz Elementary	Villa Intermediate
Garfield Elementary	Sepulveda Elementary	Willard Intermediate
Harvey Elementary	Thorpe Fundamental Elementary	Godinez Fundamental High School
Jackson Elementary	Wilson Elementary	Seegerstrom High School

The District received E-Rate funding for this project. However, all aspects of the installation have not been completed. The FCC allows the extension of spending to provide sufficient time to complete. This project is a continuation of previous E-Rate funding upgrades and enhancements to the network; there will be no change in the original awarded scope of work or vendor. This item only provides for an extension of time to complete work under the terms of the original bid. Staff requests that this contract be extended from October 1, 2014 through September 30, 2015.

FUNDING:

Various Funds As Requested 12%:	\$319,866.74
E-Rate Contribution 88%:	<u>\$2,263,517.56</u>
Total Cost:	<u>\$2,583,384.30</u>

No change in original funding above.

RECOMMENDATION:

Authorize staff to extend the contract for purchase and installation of major network equipment, wireless and installation of structured cabling system at various E-Rate qualified sites at 88% with Federal Communications Commission E-Rate funding with NexusIS, pursuant to Bid No. 14-11, and the provisions of Public Contract Code Section 20118.

SP:mm

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Authorization to Extend Contract for Purchase and Installation of Audio Visual Systems at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with Digital Networks Group, Inc., for E-Rate Year 14**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**
Ricardo Enz, Director, Information Technology Center

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to authorize staff to extend the contract for the purchase and installation of audio visual systems at various E-Rate qualified sites at 90% with Federal Communications Commission (FCC) E-Rate funding, with Digital Networks Group, Inc., for E-Rate Year 14.

RATIONALE:

At its March 22, 2011 meeting, the Board approved a contract with Digital Networks Group, Inc., for E-Rate Year 14, fiscal year 2011-12, for the purchase and installation of audio visual systems, pursuant to Bid No. 26-11, at the following sites:

Davis Elementary	King Elementary	Lathrop Intermediate
Edison Elementary	Pio Pico Elementary	MacArthur Fundamental Intermediate
Franklin Elementary	Remington Elementary	McFadden Intermediate
Fremont Elementary	Romero-Cruz Elementary	Villa Intermediate
Garfield Elementary	Sepulveda Elementary	Willard Intermediate
Harvey Elementary	Thorpe Fundamental Elementary	Godinez Fundamental High School
Jackson Elementary	Wilson Elementary	Segerstrom High School

The District received E-Rate funding for this project. However, all aspects of the installation have not been completed. The FCC allows the extension of spending to provide sufficient time to complete. This project is a continuation of previous E-Rate funding upgrades and enhancements to the network; there will be no change in the original awarded scope of work or vendor. This item only provides for an extension of time to complete work under the terms of the original bid. Staff requests that this contract be extended from October 1, 2014 through September 30, 2015.

FUNDING:

Various Funds As Requested 10%:	\$209,198.83
E-Rate Contribution 90%:	<u>\$1,882,790.39</u>
Total Cost:	<u>\$2,091,989.32</u>

No change in original funding above.

RECOMMENDATION:

Authorize staff to extend the contract for purchase and installation of audio visual systems at various E-Rate qualified sites at 90% with Federal Communications Commission E-Rate funding with Digital Networks Group, Inc., pursuant to Bid No. 26-11, and the provisions of Public Contract Code Section 20118.

SP:mm

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with NexusIS for E-Rate Year 14**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**
Ricardo Enz, Director, Information Technology Center

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to authorize staff to extend the contract for the purchase and installation of major network equipment, wireless and installation of structured cabling system at various E-Rate qualified sites at 90% with Federal Communications Commission (FCC) (E-Rate) funding, with NexusIS for E-Rate Year 14.

RATIONALE:

At its January 11, 2011 meeting, the Board approved a contract with NexusIS for E-Rate Year 14, fiscal year 2011-12, for the purchase and installation of major network equipment, wireless and the installation of structured cabling system, pursuant to Bid No. 14-11, at the following sites:

Davis Elementary	King Elementary	Lathrop Intermediate
Edison Elementary	Pio Pico Elementary	MacArthur Fundamental Intermediate
Franklin Elementary	Remington Elementary	McFadden Intermediate
Fremont Elementary	Romero-Cruz Elementary	Villa Intermediate
Garfield Elementary	Sepulveda Elementary	Willard Intermediate
Harvey Elementary	Thorpe Fundamental Elementary	Godinez Fundamental High School
Jackson Elementary	Wilson Elementary	Segerstrom High School

The District received E-Rate funding for this project. However, all aspects of the installation have not been completed. The FCC allows the extension of spending to provide sufficient time to complete. This project is a continuation of previous E-Rate funding upgrades and enhancements to the network; there will be no change in the original awarded scope of work or vendor. This item only provides for an extension of time to complete work under the terms of the original bid. Staff requests that this contract be extended from October 1, 2014 through September 30, 2015.

FUNDING:

Various Funds As Requested 10%:	\$1,317,302.90
E-Rate Contribution 90%:	<u>\$10,860,487.50</u>
Total Cost:	<u>\$12,177,790.40</u>

No change in original funding above.

RECOMMENDATION:

Authorize staff to extend the contract for purchase and installation of major network equipment, wireless and installation of structured cabling system at various E-Rate qualified sites at 90% with Federal Communications Commission E-Rate funding with NexusIS, pursuant to Bid No. 14-11, and the provisions of Public Contract Code Section 20118.

SP:mm

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Authorization to Extend Contract for Purchase and Installation of Major Network Equipment, Wireless and Installation of Structured Cabling System at Various E-Rate Qualified Sites at 90% with Federal Communications Commission E-Rate Funding, with AT&T for E-Rate Year 15**

ITEM: **Consent**

SUBMITTED BY: **Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Jonathan Geiszler, Director, Purchasing and Stores**
Ricardo Enz, Director, Information Technology Center

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to authorize staff to extend the contract for the purchase and installation of major network equipment, wireless and installation of structured cabling system at various E-Rate qualified sites at 90% with Federal Communications Commission (FCC) (E-Rate) funding, with AT&T for E-Rate Year 15.

RATIONALE:

At its February 14, 2012 meeting, the Board approved a contract with AT&T for E-Rate Year 15, fiscal year 2012-13, for the purchase and installation of major network equipment, wireless and the installation of structured cabling system, pursuant to Bid No. 13-12, at the following sites:

Diamond Elementary	Monroe Elementary	Chavez High School
Lowell Elementary	Taft Elementary	Saddleback High School
Madison Elementary	Carr Intermediate	Santa Ana High School
Martin Elementary	Sierra Intermediate	Middle College High School
Mitchell Elementary	Spurgeon Intermediate	Valley High School
		District Office

The District received E-Rate funding for this project. However, all aspects of the installation have not been completed. The FCC allows the extension of spending to provide sufficient time to complete. This project is a continuation of previous E-Rate funding upgrades and enhancements to the network; there will be no change in the original awarded scope of work or vendor. This item only provides for an extension of time to complete work under the terms of the original bid. Staff requests that this contract be extended from October 1, 2014 through September 30, 2015.

FUNDING:

Various Funds As Requested 10%:	\$1,227,409.60
E-Rate Contribution 90%:	<u>\$11,046,686.30</u>
Total Cost:	<u>\$12,274,095.90</u>

No change in original funding above.

RECOMMENDATION:

Authorize staff to extend the contract for purchase and installation of major network equipment, wireless and installation of structured cabling system at various E-Rate qualified sites at 90% with Federal Communications Commission E-Rate funding with AT&T, pursuant to Bid No. 13-12, and the provisions of Public Contract Code Section 20118.

SP:mm

AGENDA ITEM BACKUP SHEET
September 9, 2014

BOARD MEETING

TITLE: **Approval of Revised Job Description: Chief of School Police Services**

ITEM: **Consent**

SUBMITTED BY: **Mark McKinney, Associate Superintendent, Human Resources**

PREPARED BY: **Mark McKinney, Associate Superintendent, Human Resources**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the revised job description: Chief of School Police Services. This position will report to the Deputy Superintendent, Operations and/or designee. The Chief of School Police Services will lead, manage, organize, plan, and direct the District's School Police Department.

RATIONALE:

The Chief of Police will provide leadership, coordination, implementation, and manage the oversight of the District's Emergency Operations Program. In addition, develop crime prevention programs and recruit, train, and schedule School Police Department personnel.

The revision of this job description was needed upon the vacancy created by former School Police Chief, David Valentin. Mr. Valentin worked with the Human Resources Department to update the job description, which was used to hire the current School Police Chief, Dr. Hector Rodriguez.

The revised job description is attached.

FUNDING:

General Funding: Classified Management Salary Schedule - Level 58: \$10,869 - \$12,152 (monthly)

RECOMMENDATION:

Approve the revised job description of Chief of School Police Services.


MAM:nr



SANTA ANA UNIFIED SCHOOL DISTRICT

CHIEF OF SCHOOL POLICE SERVICES

JOB SUMMARY:

Under ~~general~~ direction of the Deputy Superintendent, **Operations Business Services and/or designee**, lead, manage, organize, plan, direct and select School Police Services staff; coordinate, budget and review the District School Police **Department Services** program to protect persons and property and assure a safe learning environment.

REPRESENTATIVE DUTIES:

- Serve as Chief of Police for ~~the~~ District's School Police Department. **E**
- **Management oversight of the District's Emergency Operations Program. E**
- Develop crime prevention programs. **E**
- Maintain records of criminal activity affecting the District. **E**
- ~~Select staff,~~ **Recruit**, train, and schedule School Police Department personnel. **E**
- ~~Survey~~ **Assess** criminal activities on District property and direct apprehension effort as necessary; investigate criminal acts **within the authority as outlined in the California Penal Code 832.32 and Education Code 38000. E**
- Maintain liaison with law enforcement agencies and Fire Department. **E**
- ~~Suggest~~ **Implement** District policies with respect to **contemporary, best practice policing models and** security methods and guidelines. **E**
- ~~Coordinate the Department's restitution program and damage repairs and.~~ Evaluate ~~need to re-key schools security.~~ **E**
- Manage District fingerprinting program and maintain appropriate **confidential** records, **for organizational defensibility in compliance with local, State, and federal mandates. E**
- Review and approve requisitions for ~~replacement of instructional and other equipment~~ stolen or damaged **equipment** due to criminal acts. **E**
- Provide school related crime and loss reports to the State twice yearly. **E**
- Check alarm systems and manage repair as required. **E**

CHIEF OF SCHOOL POLICE SERVICES (CONTINUED)

REPRESENTATIVE DUTIES: (Continued)

- Assist ~~in~~ **District administrators in maintaining** campus control as necessary. **E**
- Develop and implement inservice training for School Police Officers and ~~Campus Security~~ **District Safety Officers**. **E**
- Investigate complaints against School Police Department personnel and recommend disciplinary action when appropriate. **E**
- Make regular reports to superiors on progress of programs and activities of the ~~security personnel~~ **School Police Department**. **E**
- Perform **other** related school policing duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Modern **school policing and** security practices
- Alarm systems and other equipment used in the department
- Radio communications
- Applicable State, local laws and applicable sections of State Education Code
- **The City and of Santa Ana** and community
- Social, cultural and linguistic diversity of district, city, and community

Ability to:

- Establish and maintain effective working relationships with others
- Plan and supervise work
- **Lead, train, mentor,** and supervise personnel
- Maintain confidential records and prepare reports
- Communicate effectively both orally and in writing
- Perform the essential functions of the job

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to~~ A Bachelor's degree in administration of justice; **public administration, or a related field.** ~~or comparable training in security or police work is required and possession of a certificated signifying completion of a course of is; public administration or a related field.~~ A Master's degree and successful completion of specialized executive police training (i.e., Federal Bureau of Investigation National Academy and/or California Commission on Peace Officer Standards **P.O.S.T.** and Training Command College) is preferred. Possession of an active (California Penal

CHIEF OF SCHOOL POLICE SERVICES (CONTINUED)

EDUCATION AND EXPERIENCE: (Continued)

Code, Section 832.32) **Basic and Management California P.O.S.T. Certificates are required** prior to employment; must meet minimum standards pursuant to California Education Code ~~39670(b)~~ **38000**; and ~~five~~ **seven** years of **progressively responsible** experience in law enforcement ~~or security~~, at the rank of Lieutenant or above. A background in K-14 school policing is highly desirable.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license
Valid first aid and CPR card
Bilingual desirable

WORKING CONDITIONS:

ENVIRONMENT:

- Office/school environment
- Driving a vehicle to conduct work
- Carrying of a firearm to conduct work
- Season heat and cold or adverse weather conditions

PHYSICAL ABILITIES:

- Hearing and speaking accurately to exchange information
- Seeing to monitor police behaviors, read materials, and drive a vehicle
- Dexterity of hands and fingers to operate assigned equipment
- Lifting or moving objects, normally not exceeding sixty (60) pounds
- Physical agility and stamina
- Running, climbing, and jumping

HAZARDS:

- Contact with dissatisfied or abusive individuals.
- Possible fights and confrontations.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Prior to appointment as Chief of Police, all candidates must successfully pass a background investigation and a medical and psychological assessment.

Board Approved: (1/84, 2/84, 11/91, 3/93, 7/93, 7/98) 5/01

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Adoption of Resolution No. 14/15-3030 - Certification of Board Members' Absences from Board Meeting

ITEM: Consent

SUBMITTED BY: Rick Miller, Ph.D., Superintendent

PREPARED BY: Rick Miller, Ph.D., Superintendent

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 14/15-3030 certifying the absences of Board Members' Rob Richardson and Cecilia Iglesias so they may be paid for the meeting of August 26, 2014, from which they were absent.

RATIONALE:

Education Code Section 35120(c) provides that "a member may be paid for any meeting when absent if the Board, by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she was absent deemed acceptable by the Board."

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 14/15-2994 – Certifying the absences of Rob Richardson and Cecilia Iglesias from the Board Meeting of August 26, 2014.

RM/cg

RESOLUTION NO. 14/15-3030

BOARD OF EDUCATION

SANTA ANA UNIFIED SCHOOL DISTRICT

ORANGE COUNTY, CALIFORNIA

Certification of a Board Members' Absences from Board Meeting

Rob Richardson and Cecilia Iglesias

WHEREAS, Education Code Section 35120(c) states that "a Board Member may be paid for any meeting when absent if the Board by resolution duly adopted and included in its minutes finds that at the time of the meeting he or she was absent as deemed acceptable by the Board;" and

WHEREAS, The Board of Education does find that Board Members Rob Richardson and Cecilia Iglesias were absent from a Board meeting held on August 26, 2014.

NOW, THEREFORE, BE IT RESOLVED: That the Board of Education authorizes payment for Board Members Rob Richardson and Cecilia Iglesias for the meeting of August 26, 2014, from which they were absent.

Upon motion of member _____ and duly seconded, the foregoing Resolution was adopted by the following vote:

NOES:

ABSENT:

NOES:

STATE OF CALIFORNIA)

) ss:

COUNTY OF ORANGE

1
2 I, Richard L. Miller, Ph.D., Secretary to the Board of Education of the
3 Santa Ana Unified School District of Orange County, California, hereby certify
4 that the above and foregoing Resolution was duly adopted by the said Board at a
5 Regular meeting properly noticed and held on the 26 day of August, 2014
6 and passed by a vote of ____ of said Board.

7 IN WITNESS WHEREOF, I have hereunto set my hand this 27 day of August, 2014.
8
9

10
11 _____
12 Richard L. Miller, Ph.D.
13 Secretary
14 Board of Education of the
15 Santa Ana Unified School District
16
17
18
19
20
21
22
23
24
25
26
27

AGENDA ITEM BACKUP SHEET**September 9, 2014****Board Meeting**

TITLE: Authorizing Santa Ana Unified School District Representation at California School Boards Association Annual Education Conference

ITEM: Consent

SUBMITTED BY: Rick L. Miller, Ph.D., Superintendent

PREPARED BY: Rick L. Miller, Ph.D., Superintendent

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to support Dr. Yamagata-Noji as a member of the California School Board Association Board of Directors representing Santa Ana Unified School District (SAUSD) at the California School Boards Association (CSBA) Annual Education Conference in San Francisco, California from December 14-16, 2014.

RATIONALE:

As the Asian Pacific Islander Board of Directors representative, Dr. Yamagata-Noji will attend the CSBA Annual Education Conference; provide a presentation to attendees and continue her role as representative to the SAUSD through the end of the conference.

FUNDING:

Not Applicable

RECOMMENDATION:

Authorize Dr. Noji to represent the Santa Ana Unified School District at the California School Boards Association Annual Educational Conference from December 14-16, 2014.

RLM/cg

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

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: **Mark A. McKinney, Associate Superintendent, Human Resources**

PREPARED BY: **Mark A. McKinney, Associate Superintendent, Human Resources**

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:

Not Applicable

RECOMMENDATION:

Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.


MAM:nr

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar
Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
RESIGNATIONS					
Carrasco, Daisy	Teacher	Century	August 18, 2014		Accepted another position - 4 years
Rahmani, Beeta	Nurse	Pupil Support Services	August 20, 2014		Other - 5 years
Vartanian Florez, Sonya	Teacher	Lathrop	August 26, 2014		Accepted another position, family responsibilities - 2 years
NEW HIRES/RE-HIRES 2014-15					
Alcaraz, Anastasia	Speech and Language Pathologist	Speech Department	August 27, 2014		New Hire - Probationary 1
Allen-Hess, Angela	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	August 19, 2014		New Hire - Probationary 1
Arroyo, Andres	Teacher	Davis	August 27, 2014		New Hire - Temporary 44909
Austin, Andrew	Teacher	Saddleback	August 29, 2014		New Hire - Probationary I
Barham, Deborah	Teacher	Valley	September 2, 2014		New Hire - Temporary 44909
Barragan, Mariana	Teacher	Davis	August 27, 2014		New Hire - Temporary 44920

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Caddy, Rachel	Teacher	Santa Ana	August 27, 2014		New Hire - Temporary 44909
Carson, Kimberly	Teacher	Diamond	August 27, 2014		New Hire - Temporary 44909
Carter, Stacey	Teacher	McFadden	August 27, 2014		New Hire - Probationary I
Christensen, Matthew	NJROTC	ROP	August 27, 2014		Rehire - NJROTC 44912
Cohen, Jason	Teacher	Heninger	August 27, 2014		New Hire - Intern
Cozens, Tara	Teacher	Valley	August 27, 2014		New Hire - Temporary 44909
Craycroft, Cheryl	Teacher	Santiago	August 27, 2014		New Hire - Probationary I
DelaCuadra, Jeremy	Teacher	Esqueda	August 27, 2014		New Hire - Probationary I
DeShazer, Nicole	Teacher	Lathrop	August 29, 2014		New Hire - Temporary 44909
Diulio, Nickolas	Teacher	Saddleback	September 8, 2014		New Hire - Temporary 44920
Dominguez, Daniel	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44920
Dugan, Heidi	Teacher	Lathrop	August 27, 2014		New Hire - Temporary 44909
Dzul-Baron, Darlene	Teacher	Valley	August 27, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Edwards, Julian	Teacher	Heninger	August 27, 2014		New Hire - Temporary 44909
Flores, Nancy	Teacher	Segerstrom	August 27, 2014		New Hire - Temporary 44909
Fredericksen, Timothy	Teacher	Heninger	August 27, 2014		New Hire - Probationary I
Fuller, Eric	Teacher	Saddleback	August 27, 2014		New Hire - Temporary 44909
Gardea, Jesenia	Teacher	Heninger	August 27, 2014		Rehire - Probationary I
Greer, William	Teacher	Century	August 27, 2014		Rehire - Probationary I
Guilkey, Rachel	Teacher	Valley	August 27, 2014		New Hire - Temporary 44909
Gundevia, Yasmin	Teacher	Special Education	August 28, 2014		New Hire - Probationary I
Gutierrez, David	Teacher	Santa Ana	August 27, 2014		New Hire - Probationary I
Han, Grace	Teacher	Segerstrom	September 2, 2014		New Hire - Probationary I
Kim, Katherine	Teacher	Martin	August 27, 2014		New Hire - Temporary 44909
Lee, Michelle	Teacher	Valley	August 27, 2014		New Hire - Temporary 44909

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Leyva De La Riva, Maria	Teacher	Jefferson	August 27, 2014		New Hire - Probationary I
Lopez, Yazmin	Nurse	Early Childhood Education	August 27, 2014		New Hire - Probationary I (49% of everyday)
MacLean, Gina	Teacher	Carr	August 27, 2014		New Hire - Temporary 44920
Manviller, Jason	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	September 2, 2014		New Hire - Probationary I
Minnie, Alexandra	Teacher	Valley	August 29, 2014		New Hire - Temporary 44920
Morales, Karina	Teacher	Willard	August 27, 2014		New Hire - Temporary 44909
Moreno, Edgard	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Murgolo, Kimberly	Teacher	Lorin Grisct	August 27, 2014		Rehire - Temporary 44909 (33.3% of everyday)
Nguyen, Thuc	Teacher	Mitchell	August 27, 2014		New Hire - Probationary I
Ontiveros, Cassandra	Teacher	Adams	August 29, 2014		New Hire - Probationary I
Orozco, Samuel	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44909

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
Osseck, Thomas	NJROTC	ROP	August 27, 2014		Rehire - NJROTC 44912
Parsons, Eric	Teacher	Spurgeon	August 27, 2014		New Hire - Intern
Patino Gillette, Ashley	Teacher	Spurgeon	August 27, 2014		New Hire - Intern
Pham, Jennifer	Teacher	Santa Ana	August 27, 2014		New Hire - Temporary 44909
Pineda, Alexandra	Teacher	Carr	August 27, 2014		New Hire - Temporary 44909
Prado, Hilda	Teacher	Godinez	August 27, 2014		New Hire - Temporary 44909
Rao, Mayo	Speech and Language Pathologist	Speech Department	August 29, 2014		New Hire - Probationary I
Rinkel, Laily	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	September 2, 2014		New Hire - Probationary I
Riturban, Vanessa	Teacher	Valley	August 27, 2014		New Hire - Temporary 44909
Robbie, Trisha	Teacher	McFadden	August 27, 2014		New Hire - Probationary I
Rodriguez, Richard III	Teacher	Sierra	August 27, 2014		New Hire - Probationary I
Rogers, Brandon	Teacher	Willard	August 29, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
NEW HIRES/RE-HIRES 2014-15 (Continued)					
	Speech and Language Pathologist				
Rogers, Tracy	Teacher	Speech Department Valley	August 27, 2014		New Hire - Emergency 44911
Saavedra, Veronica	Teacher		September 3, 2014		New Hire - Intern
	Speech and Language Pathologist				
Schaefer, Alicia	Teacher	Speech Department	August 27, 2014		New Hire - Probationary I
Serrano, Corin	Teacher	Sierra	August 27, 2014		New Hire - Temporary 44920
Soave, Michael	Teacher	Special Education	August 27, 2014		New Hire - Probationary I
Ta, Sandy	Teacher	Carr	August 28, 2014		New Hire - Temporary 44920
Tal, Samara	Teacher	Godinez	August 28, 2014		New Hire - Probationary I
Valdez, Jose Jr.	Teacher	Villa	August 27, 2014		New Hire - Temporary 44909
Wenger, Brittany	Teacher	Villa	August 27, 2014		New Hire - Temporary 44909
Woldhuis, Morgan	Teacher	Godinez	August 27, 2014		New Hire - Temporary 44909
Younger, Elisa	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	August 22, 2014		New Hire - Probationary I

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
OFFER OF EMPLOYMENT - ROP					
Aguilar, Monica C.	Teacher-Culinary Arts	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Beaman, Francene	Teacher-Art of Animation	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Curiel, Danny	Teacher-Automotive	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Erikson, Tom	Teacher-Criminal Justice	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Fe, Helen	Teacher-Medical Assistant	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Fischer, Charlene	Teacher-Dental Assistant	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Garcia, Jose M.	Teacher-Digital Media Arts Instructor	ROP	August 27, 2014	June 19, 2015	New Hire - 44910
Garcia, Saul	Teacher-Automotive	ROP	August 27, 2014	June 19, 2015	New Hire - 44910
Holland, Cynthia	Teacher-Computer Technology	ROP	August 27, 2014	June 19, 2015	Rehire - 44910

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar
Board Meeting - September 9, 2014
CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
OFFER OF EMPLOYMENT - ROP (Continued)					
Nusbickel, Thomas	Teacher- Introduction Engineering Design	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Pastrana, Diana	Teacher-Digital Photography	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Ramirez, Steven	Teacher-Art of Graphic Design	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
Vu, Minh T.	Teacher-CAD I/Product Design	ROP	August 27, 2014	June 19, 2015	Rehire - 44910
LEAVE (21 duty days or more) - Without Pay with Benefits					
Ferullo, Nicole	Teacher	Carr	August 27, 2014	June 19, 2015	Child Care
CHANGE IN SHARED CONTRACT					
Call, Brenda	Teacher	Walker	August 27, 2014		From 60% to 65% contract
Kinan, Karen	Teacher	Walker	August 27, 2014		From 40% to 35% contract

CERTIFICATED PERSONNEL CALENDAR

NAME	POSITION	SITE	EFF. DATE	END DATE	COMMENTS
CORRECTION IN SHARED CONTRACT					
Ixmay, Jana	Teacher	Heninger	August 27, 2014		From 50% to 40% contract
Reyes, Margarita	Teacher	Heinger	August 27, 2014		From 50% to 60% contract
ROP TEACHER 2014-15					
Kahapea, Karin					
ADMINISTRATIVE SUBSTITUTES					
Bratcher, Roger	Administrative Substitute	Various sites	July 1, 2014	June 30, 2015	As-Needed-Basis
ADMINISTRATIVE APPOINTMENTS-RE-CLASSIFICATION					
Castellanos, Katy	Director of Educational Options	Educational Services	September 10, 2014		From Principal to Director of Educational Options
ESY SUMMER HOME TEACHERS					
Cifuentes, Adolfo		Pupil Support Services	June 23, 2014	August 21, 2014	If and as needed basis

2014-15

[illegible]

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
RETIREMENT						
Amarith, Adam	Instr. Asst. Computer	Romero-Cruz	June 19, 2014			21 years, 11 months
RESIGNATIONS						
Aranda, Elizabeth	SSP Sp. Ed.	Adams	June 19, 2014			Personal - 1 year, 6 months
Martinez, Daniel	SSP Sp. Ed.	Santa Ana	July 30, 2014			To Teach at Lathrop
Martinez, Priscilla	SSP Sp. Ed.	Greenville	August 26, 2014			Personal - 11 months
	Alarm					Personal - 6 years, 10 months
Olson, Justin	Monitor/Dispatcher	School Police	September 12, 2014			To teach at Spurgeon
Parsons, Eric	Instr. Asst. Sev. Dis.	Godinez	August 26, 2014			Personal - 8 months
Robles, Stephanie	Activity Supervisor	Carr	June 19, 2014			Personal - 7 years, 1 month
Rubio, Eloina	Activity Supervisor	Garfield	June 19, 2014			Personal - 1 year, 1 month
Sanchez, Griselda	Fd. Svc. Wkr.	Carr	June 19, 2014			Personal - 13 years, 8 months
Vang, Lena	Instr. Asst. Sev. Dis.	Santa Ana	July 30, 2014			

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
ABSENCES (3 to 20 duty days) - Without Pay						
Sandoval, Ray	District Safety Officer	School Police	August 18, 2014	August 29, 2014		Personal
FAMILY CARE & MEDICAL LEAVE (3 to 20 duty days) - Paid						
Jagues, Sophia	Autism Paraprofessional	Mitchell	September 2, 2014	September 22, 2014		Statutory Leave
Sanchez, Adriana	Admin. Secretary Sch. Police Svcs.	School Police	July 31, 2014	August 13, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVE (21 duty days or more) - Paid						
Marroquin, Saydee	Migrant Ed. Comm. Asst.	Migrant Ed.	August 15, 2014	October 21, 2014		Statutory Leave
FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (3 to 20 duty days or more) - Paid						
Rios, Ronnie	District Safety Officer	Saddleback	August 18, 2014	August 29, 2014		Statutory Leave
Yates, Rick	Sch. Police Spvr./Sgt.	School Police	July 25, 2014	August 31, 2014		Statutory Leave
EXTENSION OF FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act) (3 to 20 duty days or more) - Paid						
Ambriz, Fabiola	Sch. Off. Mgr. Elem.	Martin	August 25, 2014	September 5, 2014		Statutory Leave

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
EXTENSION OF FAMILY CARE & MEDICAL LEAVES/CFRA (California Family Rights Act)						
(21 duty days or more) - Paid						
Morales, Gabriella	Sch. Acct. Clk.	Godinez	August 26, 2014	October 7, 2014		Statutory Leave
LEAVE (21 duty days or more) - Without Pay						
Muñoz, Liliana	SSP Sp. Ed.	Jefferson	September 11, 2014	January 30, 2015		Personal
EXTENSION OF LEAVE (21 duty days or more) - Without Pay						
Barlow, Desmond	Autism Paraprofessional	Jefferson	September 2, 2014	December 12, 2014		Personal
PROBATIONARY APPOINTMENTS						
Bagh, Sasha	SSP Sp. Ed.	Esqueda	September 2, 2014		19/1	
Bird, Valerie	Autism Paraprofessional	Washington	September 2, 2014		24/1	
Brown, Jamie	Autism Paraprofessional	Edison	September 2, 2014		20/1	
Canal, Jose	Storekeeper	Fairview Warehouse	August 27, 2014		28/1	
Castro, Daniel	SSP Sp. Ed.	Godinez	September 2, 2014		19/1	
Dang, Duong	Payroll Technician	Payroll Dept.	September 10, 2014		32/1	
Garcia, Elizabeth	SSP Sp. Ed.	Diamond	September 2, 2014		19/1	
Lujan Perales, Alfredo	SSP Sp. Ed.	Sierra	September 2, 2014		19/1	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
PROBATIONARY APPOINTMENTS (Continuation)						
	Autism					
Macias, Lizet	Paraprofessional	Martin	September 2, 2014		24/1	
	Autism					
Mada, Geetha	Paraprofessional	Sp. Ed.	September 2, 2014		24/1	
	Adult					
Martinez, Dora	Instr. Asst. Sev. Dis.	Transition	September 9, 2014		20/1	
Martinez, Yobany	SSP Sp. Ed.	Valley	September 10, 2014		19/1	
Reyes, Jacqueline	Site Clerk	Mendez	September 10, 2014		24/1	
Roberts, Mark	SSP Sp. Ed.	Lincoln	September 2, 2014		19/1	
Salgado, Maryann	SSP Sp. Ed.	Wilson	September 2, 2014		19/1	
Villalobos, Dora	SSP Sp. Ed.	Romero-Cruz	September 2, 2014		19/1	
Willis, Shannin	Instr. Asst. DHH	Taft	September 10, 2014		20/1	
Woolard, Kathleen	SSP Sp. Ed.	Adams	September 2, 2014		19/1	
	Transition					
Zaragoza, Justin	Instr. Asst. Sev. Dis.	Program	August 21, 2014		19/1	
PROMOTIONAL APPOINTMENTS						
Flores, Carolina	Sch. Off. Asst. Sec.	Saddleback	September 10, 2014		24/3	
		Nutrition				
Mejia, Damacio	Storekeeper	Services	August 27, 2014		28/6	
Van Immelen, Elizabeth	Sch. Off. Mgr. Elem.	Esqueda	September 23, 2014		28/5	

Mark A. McKinney, Associate Superintendent, Human Resources

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
ADJUSTMENT OF WORKING ASSIGNMENTS						
Acosta, Hortencia	Fd. Svc. Wkr.	Nutrition Services	September 2, 2014		11/2	From 3.5 hours to 6.5 hours
Mendoza, Berenice	Fd. Svc. Wkr.	Century	September 2, 2014		11/2	From 3.5 hours to 6.5 hours
Muñoz, Daisy	Fd. Svc. Wkr.	Saddleback	September 2, 2014		11/2	From 3.5 hours to 6.5 hours
Ramirez, Noelia	Fd. Svc. Wkr.	MacArthur	September 2, 2014		11/6	From 3.25 to 6.5 hours
Saldana, Carmen	Fd. Svc. Wkr.	Godinez	September 2, 2014		11/3	From 3.5 hours to 6.5 hours
Valencia-Lopez, Karina	Fd. Svc. Wkr.	Valley	September 2, 2014		11/5	From 3.5 hours to 6.5 hours
TEMPORARY ASSIGNMENTS - Out of Class Compensation						
Bazurto, Bobby	Plant Custodian Elem.	Bldg. Svcs.	August 27, 2014	September 5, 2014	28/1	
Benavidez, Jaime	Plant Custodian Int.	Bldg. Svcs.	August 18, 2014	August 22, 2014	32/1	
Chesmore, Brian	School Police Officer	School Police	August 21, 2014	December 31, 2014	40/6 + Graveyard	
Chesmore, Brian	School Police Supervisor/Sergeant	School Police	August 20, 2014	August 19, 2014	46/5 + Graveyard	
Hernandez, Daniel	Plant Custodian Int.	Bldg. Svcs.	August 25, 2014	November 30, 2014	32/4	
Lopez, Rick	School Police Officer	School Police	August 21, 2014	December 31, 2014	40/6 + Graveyard	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - September 9, 2014

NAME	POSITION	SITE	EFF. DATE	END DATE	SALARY	COMMENTS
TEMPORARY ASSIGNMENTS - Out of Class Compensation (Continuation)						
Olson, Matthew	School Police Officer	School Police	July 26, 2014	December 31, 2014	40/1 + Graveyard	
Perez, Juan	Plant Custodian HS	Bldg. Svcs.	August 5, 2014	August 15, 2014	35/2	
Rodriguez, Adam	Int. Ld. Custodian	Bldg Svcs.	August 15, 2014	November 30, 2014	25/5	
Singer, Brian	School Police Officer	School Police	August 1, 2014	December 31, 2014	40/2 + Graveyard	
ACTIVITY SUPERVISORS						
Avalos, Raymond	Activity Supervisor	Segerstrom	September 2, 2014		10/1	
Kim, Karen	Activity Supervisor	Valley	September 2, 2014		10/1	
Rodriguez, Jessica	Activity Supervisor	Esqueda	September 2, 2014		10/1	
Sellers, Miranda	Activity Supervisor	Valley	September 2, 2014		10/1	
Smallwood, Amethyst	Activity Supervisor	Segerstrom	September 2, 2014		10/1	
HOURLY APPOINTMENTS						
Aguilar, Edgardo	Instr. Provider	Carr	September 2, 2014		16/1	
Castillo, Maria	Instr. Provider	Carr	September 2, 2014		16/1	
Leopo, Deborah	Instr. Provider	Mendez	September 2, 2014		16/1	
Marshall, Jackson	Instr. Provider	Carr	September 2, 2014		16/1	
Melendrez, Trissa	Instr. Provider	Century	September 3, 2014		16/1	
Mireles Garcia, Gabriela	Instr. Provider	Century	September 2, 2014		16/1	

Mark A. McKinney, Associate Superintendent, Human Resources

Personnel Calendar

Board Meeting - September 9, 2014

[illegible]

**AGENDA ITEMS REQUESTS
CLASSIFIED
2014-15 School Year**

[illegible]

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Acceptance of Gifts in Accordance with Board Policy 3290 – Gifts, Grants, and Bequests**

ITEM: **Consent**

SUBMITTED BY: **David Haglund, Ed.D., Deputy Superintendent, Educational Services**

PREPARED BY: **David Haglund, Ed.D., Deputy Superintendent, Educational Services**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of gifts, grants, and bequests on behalf of school sites and the District. 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.

RATIONALE:

The Board may accept any bequest or gift of 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. At the Superintendent or designee's discretion, a gift may be used at a particular school.

FUNDING:

Not Applicable

RECOMMENDATION:

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

DH:lr

SANTA ANA UNIFIED SCHOOL DISTRICT
GIFTS RECOMMENDED FOR ACCEPTANCE - September 9, 2014

School:	Gift:	Amount:	Donor:	Used for:
Sepulveda Elementary		\$3,500	Sepulveda PTO Mrs. Yessenia O'Campo President Santa Ana	Purchase of computers
MacArthur Fundamental Intermediate		\$867	MacArthur PFO Mrs. Anabel Jimenez President Santa Ana	Student activities
Saddleback High School		\$633	Mr. Jesus Rios Teacher Costa Mesa	Ballet Folkloric and Spanish Club events
Segerstrom High School	Legal size mesh trays, file folders, hanging folders, staplers, calculators, rolling chairs, file cabinets, trash bins	\$2,000	Pacific Mercantile Bank Mrs. Cristina B. Arroyo Costa Mesa	Instructional and office supplies for Segerstrom staff
Valley High School		\$1,596	Mr. Greg Ekman Valley Falcon Aquatic Foundation Fountain Valley	2011 and 2012 CIF Championship record boards
September 9, 2014 donations		\$8,596		
2014 Total donations	\$183,126	\$191,722		

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.

DH:lr

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Unaudited Actuals and Budget Update

ITEM: Presentation

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Tony Wold, Ed.D., Executive Director, Business Operations
Christeen Betz, Director, Accounting
Swandayani Singgih, Director, Budget

BACKGROUND INFORMATION:

The purpose of this agenda item is to review the 2013-14 Unaudited Actuals as required by the State law and to provide an overview of budget priorities/considerations for the 2014-15 school year, based on the most current State budget adoption action.

RATIONALE:

This presentation is provided to keep the Board aware of the possibility of additional State Budget cuts, the ramifications of restoring programs/positions, the availability of one-time and on-going funds, and to provide follow-up on Board requested items.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for information.

2013 - 14

UNAUDITED ACTUALS

SEPTEMBER 9, 2014

Stefanie P. Phillips, Ed.D.,
Deputy Superintendent, Operations/CBO



TONIGHT'S AGENDA

- General Fund Unaudited Actuals
- Other Ending Balances
- Cash Flow
- Next Steps

2013 – 14 UNAUDITED ACTUALS

(\$s in millions)	Estimated 2013-14 Fund Balance	2013-14 Unaudited Actual Fund Balance	Difference
Unrestricted	\$17.2	\$25.0	+\$7.8
Restricted	\$10.5	\$17.4	+\$6.9
Total	\$27.8	\$42.5	+\$14.7

Variances were due to the following:

Unrestricted:

- Various revenue adjustments
- Site Discretionary carryover
- Reduction in Special Education Transportation costs
- Various expense adjustments

Restricted:

- Common Core Block Grant carryover
- Reduction in Mental Health expenses
- California Clean Energy Prop. 39 payment received at end of fiscal year

ENDING FUND BALANCES

(ALL OTHER FUNDS)

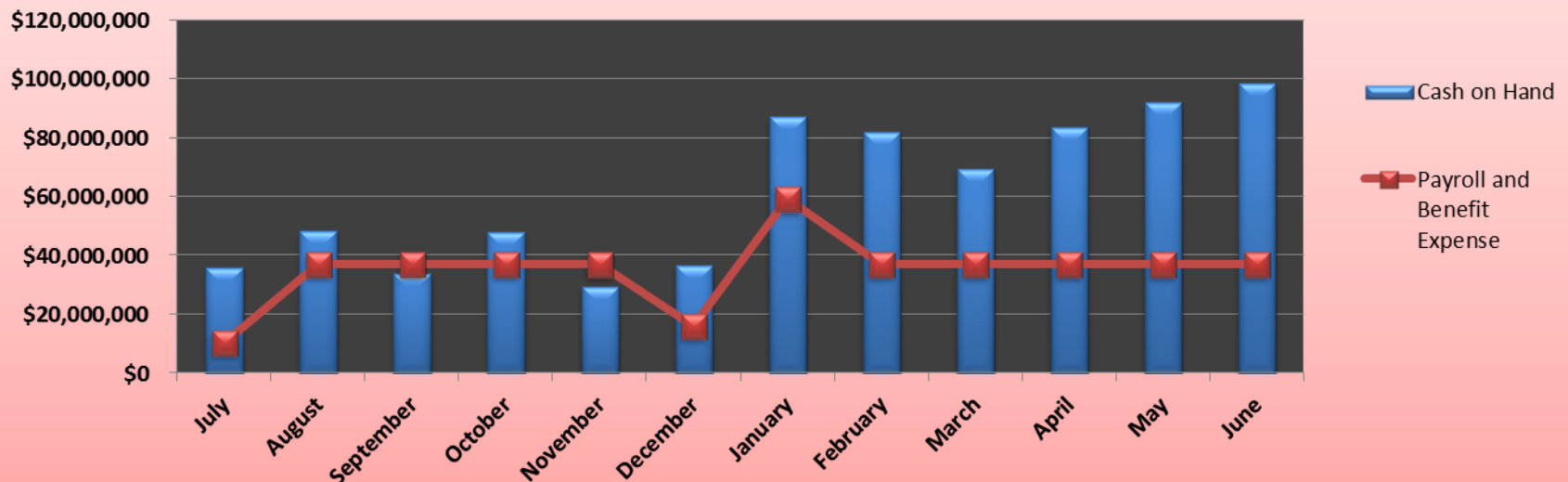
Fund (all \$s in 000's)	2013-14 Estimated Actuals	2013-14 Unaudited Actuals	Difference
Fund 12 – Child Development	\$70	\$68	(\$2)
Fund 13 – Cafeteria	\$16,279	\$19,195	+\$2,916
Fund 14 – Deferred Maintenance	\$0	\$2,446	+\$2,446
Fund 17 – Special Reserve	\$0	\$0	\$0
Fund 21 – Building	\$13,727	\$15,391	+\$1,664
Fund 25 – Capital Facilities	\$0	\$9,659	+\$9,659
Fund 35 – School Facilities	\$30,180	\$47,040	+\$16,860
Fund 40 – Special Reserve/Capital Outlay	\$10,717	\$21,911	+\$11,194
Fund 49 – Capital Projects (COP)	\$951	\$864	(\$87)
Fund 51 – Bond Interest & Redemption	\$18,517	\$16,589	+\$1,928
Fund 56 – Debt Service	\$8,852	\$8,830	+\$22
Fund 67 – Workers' Comp/Property & Liability	\$7,735	\$12,340	+\$4,605
Fund 69 – Health & Welfare Benefits	\$1,987	\$1,987	\$0

2014-15 CASH FLOW AS OF AUGUST 2014

Cash Ending Balance for June 2015 is projected to be \$98.5 million positive.
The projection is based on the following:

- Adopted 2014-15 Budget Revenue Estimates
- Elimination of State Deferrals

Cash on Hand vs. Payroll and Benefits Expenses



NEXT STEPS

- **Audit Report (December)**
- **1st Interim Budget Update (December)**
- **Governor's Proposed Budget (January)**

QUESTIONS?

DISCUSSION

AGENDA ITEM BACKUP SHEET
September 09, 2014

Board Meeting

TITLE: Facilities Summer 2014 Projects Update

ITEM: Presentation

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jessica Mears, Facilities Planner

BACKGROUND INFORMATION:

The purpose of this agenda item is to present the Board an update of the facilities projects that were undertaken during the summer of 2014.

RATIONALE:

This presentation is to keep the Board informed of the projects undertaken during the summer in preparation for the 2014-15 school year.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for information.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Approval of District's Unaudited Actuals for 2013-14 School Year

ITEM: Action

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO

PREPARED BY: Christeen Betz, Director, Accounting

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the District's Unaudited Actuals for 2013-14 school year in compliance with Education Code Section 42100.

RATIONALE:

Education Code Section 42100 requires the governing board of each school district to approve, on or before September 15, an annual statement of all receipts and expenditures of the District for the preceding fiscal year.

FUNDING:

Not Applicable

RECOMMENDATION:

Approve the District's Unaudited Actuals for 2013-14 school year.

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Approval of Agreement with Discover Cube Orange County for 2014-15 School Year

ITEM: Action

SUBMITTED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

PREPARED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Discover Cube Orange County with the District for the 2014-15 school year.

RATIONALE:

The Discover Cube Orange County will provide standards-based hands on content for District students during and after school hours in the expanded learning program at all Kindergarten through eighth grades sites.

FUNDING:

21st Century ASES: \$262,422.18

RECOMMENDATION:

Approve the agreement with the Discover Cube Orange County for the 2014-15 school year.



MR:ez

Proposal to the Santa Ana Unified School District
Delivery of After School Programs for School Year 2014 – 2015

Discovery Cube Orange County (formerly known as Discovery Science Center)

2500 North Main Street, Santa Ana, CA 92705

Janet Yamaguchi, Vice President, Education

iyamaguchi@discoverycube.org

Phone: 714-913-5005

September through December 2014 (Training & Kits for THINK Together staff)

Program Description: During the months of September and October 2014, Discovery Cube proposes to train 72 THINK Together staff and provide 72 kits of program supplies during the two months in order for the THINK Together staff to teach the 4th and 5th grade SAUSD students during after school hours. The program, kits and training will be different from those presented during the 2013 – 2014 school year and facilitate instruction for thirty-six (36) elementary school sites in Santa Ana and provide for up to 12 weeks of science-based lessons. Topic areas will consist of forensic chemistry and investigation, including identifying mystery powders and liquids, performing mixtures and separations of inks and pigments (chromatography), identifying fingerprints and more.

In addition, the Science Center will conduct after school classroom "pop-ins" to offer guidance to the THINK staff concerning effective presentation of science activities and elaborate on science content if necessary. The Science Center will also provide pre- and post-tests to be delivered to and collected from the students by THINK staff. Once the Science Center receives the returned, completed tests, we will evaluate the results and supply THINK Together and SAUSD with the results.

Budget for September through December 2014 (THINK Together Program):

Budget Items	Rate	Total
Science Center staff as THINK Together staff trainer	2 training units X \$50/hr X 4 hrs X 4 sessions of 18 THINK staff each (2 staff for each of the 36 SAUSD schools, totaling 72 THINK staff) [2 hrs teaching time, plus time for prep, clean-up, driving, procuring supplies, etc.]	\$1600.00

Pop-ins to ensure quality of program	4 hrs X \$50/hr X 36 sites	\$7200.00
Pre/post-testing for content knowledge gain	50 hrs X \$60/hr	\$3000.00
Supplies & equipment	\$335 per kit X 72 kits (2 per school site) X 2 units	\$48,240.00
Total for 2 training units & kits, pop-ins and pre/post testing for 36 sites and 72 THINK staff		\$60,040.00

Note: 50% of the proposed funding (above) would be due to Discovery Cube on October 1, 2014 and the other 50% of the funding would be due on December 31, 2014. The Science Center would invoice either THINK Together or the SAUSD directly, depending on the parameters set by the SAUSD.

January through June 2015 (Discovery Cube Orange County conducts programs)

Program Description: During the months of January through June 2015, Discovery Cube proposes to teach after school programs at nine SAUSD elementary school sites to approximately 100 second to fifth grade students per day per school (totaling 900 students at 9 sites), 5 days per week for a total of two 9-week units. During this time, the Science Center will teach two different sets of nine schools for each of the 9-week units. The program lessons and topics will remain the same for each of the 9-week units, since they will be taught to different sets of students. Some of the topic areas will include floating, sinking, dissolving, making and experimenting with colloids (suspended materials), and investigative activities based on animal adaptations, movement, and design.

At each of the schools, the students will be divided into groups according to their grade levels and number of participants in after school programs, so that during any given day, the Science Center will teach three 1-hour lessons (i.e, the first hour might be 2-3rd graders, the second hour might be 4th graders and the third hour might be fifth graders at one school, whereas at another school, the first hour might be 2nd graders, the second hour might be 3rd graders and the third hour might be 4th – 5th graders). Each hour-long program/grouping of students would range from 25 to 35 students. Each grouping of students would receive 9 weeks of programs held Monday through Friday during after school hours, totaling 90 instructional days [5 days/week X 18 weeks for 900 students per day (or 100 students per school X 9 schools)]. The Discovery Cube staff would teach all three hours of programs per day. In the event of a holiday, that instructional day would be replaced on the after school calendar, so as to keep all students on a similar schedule as far as progression through the 9 weeks of programs

STEM-based, investigative activities and engineering challenges associated with forces and motion, structures, and electrical circuits. Or, if SAUSD is interested, Discovery Cube could offer a "girls only" club that would focus on the science of color and light, how the eye receives and the brain perceives color, patterns and designs in nature, symmetry, and related math concepts.

The 9-week unit will be considered an after school club and we would propose having the different schools compete with one another on some of the engineering challenges; while the students would remain at their own schools, the results of the competitions would be announced from one school to the next. We would propose that a small gift be awarded to the winning student of each engineering challenge and that the award would be announced to the students' classroom, if the SAUSD feels this is appropriate. In addition, the Discovery Cube staff would design, administer and collect pre/post-tests to be evaluated to determine student content knowledge growth. The results of these tests would be shared with the SAUSD.

Budget for January through June 2015 (Intermediate School Sites):

Budget Items	Rate	Total
Staff (direct service) – Discovery Cube Instructors	\$25/hr X 3 hrs X 2 sites X 36 days (2 days per week for 18 weeks) [1 hour teaching time, plus 2 hours for prep, clean-up, driving time, procuring supplies, etc.]	\$5,400.00
Supplies & equipment	\$2.00 per student per session X 60 students X 2 sites X 36 days	\$8,640.00
Transportation	\$.56 per mile X 12 mile roundtrip X 2 sites X 36 days	\$483.84
Subtotal		\$14,523.84
Administration (indirect service) – also includes evaluations and reporting	15% of the above budget items	\$2,178.58
Total for two Instructors to teach 60 students per day at 2 sites 2 days per week for 18 weeks		\$16,702.42

Note: Discovery Cube would invoice the SAUSD \$3,711.65 per month for a total of 4 ½ months (totaling an 18-week program), if this proposal is accepted along with the parceling of payments. Invoices would be sent to the District at the end of each month (January through May), if acceptable.

(these substitute dates can be determined by the SAUSD in agreement with Discovery Cube). In addition, the Discovery Cube staff would design, administer and collect pre/post-tests to be evaluated to determine student content knowledge growth. The results of these tests would be shared with the SAUSD.

Budget for January through June 2015 (Elementary School Sites):

Budget Items	Rate	Total
Staff (direct service) – Discovery Cube Instructors	\$25/hr X 5 hrs X 9 sites X 90 days (5 days per week for 18 weeks) [3 hrs teaching time, plus 2 hours for prep, clean-up, driving time, procuring supplies, etc.]	\$101,250.00
Supplies & equipment	\$1.50 per student per session (X 100 students X 9 sites X 90 days)	\$121,500.00
Transportation	\$.56 per mile X 12 mile roundtrip X 9 sites X 90 days	\$5443.20
Subtotal		\$228,193.20
Administration (indirect service) – also includes evaluations and reporting	15% of the above budget items	\$34,228.98
Total for nine Instructors to teach 100 students per day at 9 sites 5 days per week for 18 weeks		\$262,422.18

Note: Discovery Cube would invoice the SAUSD \$58,316 per month for a total of 4 ½ months (totaling an 18-week program), if this proposal is accepted along with the parceling of payments. Invoices would be sent to the District at the end of each month (January through May), if acceptable.

January through June 2015 (Discovery Cube Orange County conducts programs)

Program Description: During the months of January through June 2015, Discovery Cube proposes to teach after school programs at two SAUSD intermediate school sites to approximately 30 sixth through eighth grade students per day (totaling 60 students), 2 days per week for a total of two 9-week units. During this time, the Science Center will teach two different sets of two schools for each of the 9-week units. The program lessons and topics will remain the same for each of the 9-week units, since they will be taught to different sets of students. Some of the topic areas will include a range of

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Approval of Agreement with Toyama Karate-Do for 2014-15 School Year

ITEM: Action

SUBMITTED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

PREPARED BY: Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the agreement with Toyama Karate-Do with the District for the 2014-15 school year.

RATIONALE:

The Toyama Karate-Do will provide youth developing self-discipline through martial arts and fitness using the dynamic of martial arts approach in the expanded learning program at all kindergarten through eight sites.

FUNDING:

21st Century ASES: \$299,800.00

RECOMMENDATION:

Approve the agreement with the Toyama Karate-Do for the 2014-15 school year.



MR.ez



Toyama Karate-Do

"Youth Developing Self-Discipline through Martial Arts and Fitness"

After School Karate Program

Proposal

2014-2015 School Year

FOR:

After School Program Service Provider for

Contact: Araceli Cazales, Jerry Cazales

2525 N. Grand Ave. Suite Z. Santa Ana, CA 92705

Email: toyamausa@yahoo.com Phone: 714-474-4837

Toyama Karate-Do Organization
After School Program Service Provider for
SAUSD

Purpose

Toyama Karate-Do Organization is pleased to submit this proposal to the Santa Ana Unified School District (SAUSD), in an effort to continue as part of the after school program service providers for the up-coming 2014-2015 school year. We understand we are a perfect fit as a Martial Arts Service Provider as part of the educational enrichment programs which goes along with academic enrichment. We understand and value the need of SAUSD to established merging efforts with local community programs, in order to improve the educational assistance needed for students in a safe and fun environment.

Toyama Karate-Do was established in Santa Ana in 1991, and continues to be one of the best schools in the teachings of Karate in California. Our After School Program is called "Youth Developing Self-Discipline through Martial Arts & Fitness" (YDSDMA) it was established in 2000, with the help of a Santa Ana College and the SAUSD. Our mission is to collaborate in the common core efforts and the seven building blocks for the SAUSD by providing martial arts lessons as a tool to guide student's energy, and mental capacity to learn and understand the importance of confidence, concentration, focus, respect, values, physical fitness, discipline, leadership, nutrition, and safety. By doing so, students will perform better in school because they are ready to learn with no limitations and focus.

We support efforts such as this one in order for the SAUSD to continue to improve student's academic achievement, and the opportunity for students to be part of developmental activities in a safe environment. Many studies show that students who are involved in a Structure Physical Activity such as Karate, increases the scores on standardized tests, students concentration, and reduces disruptive behavior, and promotes a better health. These improvements allow for cost-effective strategies to be made by districts to maximize funds. We believe we are a much needed program in our community, which will keep partners like us promoting a positive stage in the life of the students to help them achieve success along with family involvement.

1. Program Design

Our program is far beyond just the simple idea of teaching students to kick and punch; we focus to lead student's energy and knowledge towards understanding and demonstrating discipline, confidence, and educational improvement. This allows academic providers to have students ready to learn by being attentive.

A. Range: The range of our program is open to all ages. We will provide Karate to students at Elementary and Jr. High level. Our classes are designed to adapt to the needs of every school, and interest of age group. Karate is a popular way to keep students active and learning skills that will help them educationally. We promote non-violence structure to get their minds working towards a positive result.

B. Types of Programs: The types of programs we have are (1)Tiger Karate for 1st-2nd, (2)Eagle Karate for 3rd-4th-5th, and in elementary schools who wish to customize our program. In Intermediate Schools we offer (3)Jr. Karate for all Intermediate Grades.

C. Number of Students and Schools: 1st Phase: Our program proposal is to serve 400 students in groups of 20 students at 20 different sites for from September 2014-December 2014. The program is ongoing and starts the first day of After School Program. 2nd Phase: Starting January 2015-June 2015 in an effort to assist the district we will agree to teach all kids in the after school program based on Area rotations which will have approximately an average of 80 students per site.

D. Program Details: 1st Phase: September 2014- December 2014 each group of 20 students will receive a Karate Class 2 times a week and every other Friday for a total of 10 classes per month. The classes will be 1 hour long, serving the same 20-25 students in order to always keep a minimum of 20 students in attendance. 2nd Phase: January 2015-June 2015 each school will have an average of 80 students at 10-13 schools based on Area rotation. Students will receive a Karate Class 2 times a week and every other Friday for a total of 10 classes per month. The classes will be 1 hour long made possible because we will have an Instructor at the school 5 days a week. **Additional Service:** Students will be able to attend our local dojo at no cost on Holidays, or non-instruction days to continue their training. Students and their parents will be invited to participate in Out-Door Classes once a month, 4 Karate-Day Camps, Tournaments, and Seminars. Students will also receive a free t-shirt/Uniform for their training.

E. Safety and Responsibility: Students are provided with an Application which serves as a waiver to be part of our program. We make sure parents are aware students will be taking place in our Karate Class and released from other activities to participate. Once a student is on a list he or she will be asked to participate in every session. Once the Instructor arrives and checks in with After School Coordinator, we assume all legal responsibility and liability by providing our General Liability covering every site we teach at. That ends when we return or dismiss students to your staff. On the waiver parents sign there is also a section which ask for the permission to take pictures and video for reporting purposes only. We are also responsible for reporting to you on a monthly report explaining in detail what was accomplished throughout that month.

F. Uniforms: Students are provided a t-shirt/uniform at the beginning of the program which is to be used in class to give them a better sense of belonging to a group. They also serve as a tool to enforce responsibility to bring uniform to every class. This helps students become more responsible on turning in assignments and being prepared every day.

G. Class Structure: All classes will be conducted with the same Teaching Guideline in order to maximize our time with students regardless of group. This guideline is called the Yon (Japanese #4) System, which is a system that is composed of 4 components. (1) Warm-Up, which are exercises that nurture conditioning, resistance, and willpower not to give up. (2) Basics, review of old and new material. (3) Accomplishment, which will always take place as the end of class; this is when students perform what they have learned. (4) Enrichment, activities or hand-outs that tie up with important dates such as Family Day, Walk to School Day, Red Ribbon Week, as well as Martial Arts Material for better discipline, confidence etc.

H. Class Principles: Our program will expose and teach students how to demonstrate the following principles: (1) **Concentration & Focus;** creating positive habits that will help students become better in school, home, and everyday activities. (2) **Respect & Values;** improving their self-conscience, which will make a positive change in the way students respect themselves and others. (3) **Confidence;** preparing students physically and mentally secure to execute any given task. (4) **Physical Fitness;** enhancing their body strength, endurance, and motor skills needed in order to perform well in any activity. (5) **Discipline;** having them set commitments to carry out directions and completing tasks, making it harder to accept failure. (6) **Leadership;** showing them they are always in control to make positive choices without following others actions. (7) **Nutrition,** helping them understand the positive outcomes as a result of a healthy life style and eating habits. (8) **Safety & Self-Defense;** showing them to be aware of the surroundings and prepared to stay away from possible dangers.

I. Class Expectations: Throughout every class in our program students will be asked to follow instructions in order to have them understand and demonstrate respect, discipline, and self-confidence. We will teach them to answer "Yes Sir", "Hai" or "Yes Sensei" when instructors ask a question or give a command. As a form of respect for the location we train in, students will be asked to have a "Shoe Line Up" in order for them to practice good conduct and responsibility. There will also be "Class Line Up" to ensure that there is order and safety for training.

J. Class Enrichment Approach: Students will participate in activities and hand-outs during class and at home as part of our enrichment approach. The goal is to promote Literature, Parent Involvement, Academics, Drug and Alcohol Prevention, and the importance of being confident to avoid being a Bully or being Bullied. Here are some of the Examples: (1) **Toyama Karate-Do History Hand-Out-** This is a packet that is read in class to let students know a little more about Toyama Karate-Do. Serves as a tool for Instructors to share their story of how Karate has helped them become great leaders, as well as inspire students. This activity promotes Role Models and leading by example. Instructors read the material for the first 2 weeks of school in order for students to be more familiar with our program. (2) **Family Day Hand-Out-** A National Movement that promotes a Family Night in which students and parents sit down and discuss the importance of staying Drug and Alcohol Free. This activity promotes Parent Involvement because it is a hand-out we created for students and parents to fill out and encourage students to have dinner with the Family

that night. We award 1st, 2nd, and 3rd place winners at each school for the best work from students once it is returned and read by Instructors. (3)New Student Survey-Students are given a survey. This helps us understand what students expect from us and why they decided to be part of the program. This activity promotes personality and individualism. It is important to us because we want to keep students involved and in the after school program in order to prevent dangers at home or in the streets because the lack of no parent supervision after school. (4)El Dia De Los Muertos / The Day of the Dead (Halloween)- This is an English Literature Activity explaining the history and the meaning behind the Hispanic "Dia de los Muertos" Culture. This promotes Literature and Culture. The Instructors direct the reading during the first 15 minutes of class. Students are then asked to take home the material to share with parents. (5)Thanksgiving Turkey Hand Out- This is a fun activity that is geared for students to express what they are thankful for. Students get a chance to take home their Turkey drawing and bring it back the next day colored and with their top choices on what they were thankful for. This activity promotes values and appreciation for everything students have and receive. (6)Just Be Safe Rules Hand-Out- A fun and simple list of rules for students to follow in order to be safe at all times. This activity promotes safety and awareness. Students go over the list with the Instructors and are asked questions in regards to several different examples of when to put the rules in action. (7)Black Belt Academy Packet Hand-Outs- This activity packet is geared to help students understand the Martial Arts Principles, and when they should be demonstrated. Instructors spend a few minutes once a week for the entire school year program going over the material. The hand-outs give different exercises in which students have to analyze and response to the questions. This activity promotes team effort and literature because students have to use their reading skills and retention.

K. Student and Family Attraction: Our plan to attract students in joining our program will be composed of flyers, lunch demos, after school demos, and trial classes that allow students to try twice before making a commitment. Because of the community already aware of our Karate Program in Santa Ana, we can always predict a 75%-89% guaranteed enrollment within the first few weeks because of returning student. The other 25%-11% to attracting new students is never a challenge because the main reason why Karate is always a demand in any District is the cost. Karate is a very popular physical activity that many parents seek for their children as well as students. Yet unfortunately they sometimes never get a chance to get involved because of the high fees of most local studios such as \$150 and a few topping \$225 a month per child. This makes our enrollment goal easy to reach.

L. Student Retention: As far as retention our strategy has a great track record with 99% retention. Our program will not have any problem having retention by students and parents as asked in the proposal. Our Karate After School Program is designed to offer high quality teachings just like any other well recognized studio. We have the ability and experience to provide a dynamic fun approach towards teaching karate and meeting educational requirements while doing so. We use new trends such as Xtreme Karate, Flashy Routines, and Crossfit Karate workouts that always have the students engaged and learning. With that approach we incorporate our Traditional Karate System which teaches the principles of Martial Arts.

M. Organizational Structure: Our organizational structure is designed to assist in any efforts that are being worked on by after-school program. This will allow the communication between District and ourselves in order to maintain a high level of performance. We will provide the following: Director, Coordinator, Teaching (Karate) Advisor, Supervisor, and Instructors. The Program Director will be responsible for providing elements to staff in order for the entire program operation to be efficient. Director will also take part of any District requirements or meeting in the best interest of the After School Program. The Coordinator will manage the day-to-day operations such as schedules, times, and attendance as a whole. The Teaching Advisor is the person who will coordinate what lesson plan throughout karate will be executed. Such duties involve preparing techniques and drills which are to be taught to students. The Supervisor will oversee and keep record of Instructor performance and also student evaluations. Duties will involve communicating with After School Program Staff regarding issues or concerns to make sure both parties are in collaboration. The Instructors responsibility is to teach class and follow guideline on lesson plan, take attendance, and prepare students towards better individuals.

2. Elements of High-Quality Programming

A. Linkages to the School Day: Our program is committed to provide teachings and efforts connected to the regular school day. One example is when there is Testing, we make sure that our classes are geared to distress students and pump them up with positive feedback in their training so they feel confident and ready to take on the next day of testing. When there are special events such as Red Ribbon Week, Back to School Night, Open House, Spirit Week, and many more, we gear our classes based on a supporting tool to help the goal of the school and after school program direction. This can only be accomplished with the communication between our Instructors, Supervisor, Teaching Advisor, Coordinator, and your Staff to keep us informed as to what they need us to cover. Communication will play an important part in order to have student in the program released from any other activity once the Karate Instructor arrives to the school and checks in with coordinator or staff member. Since we are a service provider that will arrive after snack or announcements are over, we plan to make sure coordinator is aware of our schedule and arrival. Communication between Instructor and Staff will be essential because if another activity does not allow for Karate, we will have to re-schedule or work with each other towards a different time. When it comes to space, we always petition for an indoor open space.

Communication plays a big role in this, because sometimes these multiple purpose rooms are sometimes not available for our training which requires our Instructor and Coordinator to adapt and be creative in order to find another location or teach outside in the field. We are also aware that there are also rules and expectations from the students involved in the After School Program. We plan to offer a support system to the Staff by making sure we up-hold students to keep the same rules and expectations prior, during, and after class. We will make ourselves available to take over occasional students or groups who need extra discipline and guidance to help the school program. Our curriculum will be such as described on our Program Design on Section 1. We will provide leadership support by having Instructors take charge of their group when at sites. Students will be asked to follow directions and encouraged to work out. We can serve as Role Models or rewards to those groups of students who deserve an incentive. Leadership is what we will bring to the Karate class in order for students to follow directions not just in Karate but also in their classrooms and promote good behavior to their peers. Our methods for instruction are very unique in a sense that we are always innovating new moves and new drills that test and engage students. By using positive feedback methods when students do well, students will grow as individuals.

B. High-Quality Staff: We offer some of the best Instructors to teach the students in the program. Our Instructors are all Black Belts recruited from within Toyama Karate-Do to ensure quality teaching. Our proposal is to serve as Service Providers in order to offer Martial Arts as a tool to meet Educational Enrichment needs. The standards for Instructors and staff we hire have been set for years and up-hold the (NCLB). This allows us to offer a competent program for students to receive great benefits. Our standards/requirements are the following: (1) Instructors must have a High School Diploma and be an Active Student or Graduate of an accredited University, Vocational School, or College. (2) 18 years of age or older. (3) They must be Black Belt Graduate from our studio with no less than 6 months of active (un-interrupted) training prior to hire. (4) 100 Hours of Teaching Experience completed as a Black Belt 3 months before hire. (6) Must be an active student under Toyama Karate-Do. Our retention of Instructors is 98% success rate, Karate Instructors receive training 3 times a week at our dojo to ensure their skills and competition level is at high standards. They are up-to-date with new trends and skillful in Traditional Karate because we encourage them to form part of seminars and competitions. Our Instructors are great at working with kids and experienced in working with program expectations. Instructors hired through our program have experience in teaching students from all walks of life, administering attendance, and tracking performance. We offer qualified instructor who are examples of higher education. Once again our instructors are required to be enrolled in a accredited University, College, or Vocational School unless already Graduated.

C. Safe and Appropriate Environment: Our program offers a safe environment to the students we fingerprint all of our Instructors and promote Role Model behavior at sites and in daily life. As far as the location we make sure that possible hazards can be avoided by removing tables and chairs in order to have a safe open space. Students are not allowed to wonder or walk around while under our supervision. Students are always motivated to try their best even if their best is

not as good as others. We make sure students are emotionally safe, by not exposing the students to perform, or signaling them to take up on a task we know needs work. Our purpose is to help them gain confidence and feel safe. In the event of any dangers students are shown to go by emergency guidelines given to us by school or after school program staff. During class, Instructors do not instruct from only one place in the room, they walk around and observe for any students who need help or assistance to avoid injuries. Although Karate is a physical sport we promote self-control and do not engage in full-contact fighting. In the event of an emergency we always contact a staff member right away. Our 20:1 ratio allows for students to learn faster and perform better in school. Although the group is small we encourage students from time to time for individual training of a routine to test their retention and accuracy. Our classes are also kept in order to provide precautions in a safe environment which is asked of us by insurance.

D. High-Interest Programming: All of our classes maintain students physically active and engaged regardless of age or grade level. Our Karate teachings are the same because studies show that students who are engaging in mixed groups rather than by level, perform better and as a result become more confident in classrooms. It allows returning (advanced) students to serve as guides for new students (beginners). This gives the advanced students a sense of pride and leadership, yet at the same time the positive pressure to take initiative and perform better to maintain being a leader by helping others. Mixed classes also give the beginners the positive desire not to give up and seek same level of performance as advanced students. Together both groups balance each other out and help one another to reach better results in grades in school as well as in their training. By doing these mixed classes we are not limited to teaching new material to advanced students. Instructors are capable to incorporate material that both advanced and beginners will understand and execute. The only developmental difference is in their motor skills, conditioning, retention, and moves. But the developmental stages that stay the same is the increase in attention, focus, confidence, and performance in the classroom.

3. Organizational Design

A. Program Leadership: Our program provides a Coordinator, Teaching Advisor, and a Supervisor to ensure Instructors are prepared and efficient. The requirements are the following: (1) Must be able to carry out the direction of the program on a day-to-day operation. (2) Experience in working as a Martial Arts Instructor with a minimum of 2 years experience for Supervisor, 4 for Coordinator and, 6 Teaching Advisor. (3) High School Diploma and be an Active Student or Graduate of an accredited University, Vocational School, or College. (4) 18 years of age or older for Coordinator and Supervisor, and 25 and older for Teaching Advisor. (5) Minimum 1st Degree Black Belt for Supervisor, 4th Degree for Coordinator, 6th Degree for Teaching Advisor. (6) Coordinator and Teaching Advisor must be Certified Martial Arts Instructor by World Professional Black Belt Martial Arts Organization. (7) The Teaching Advisor must have experience in Testing and evaluation Karate.

B. Capacity: We have a 98% retention in our group of Instructors because we encourage them to further their education and training. We have a capacity to hire 2-5 new Instructors every year because we graduate anywhere from 5-15 Black belts per year. Many who at that point begin their training to one day be considered to be part of the After School Program. In the event of a After School Assigned Instructor being absent we first get a substitute Instructor already in the program to cover the class. We then contact Coordinator of the After School program to inform them of the change for the day.

C. Professional Development: Our program is always seeking continued education for our employees. We provide them with opportunities to be part of work-shops, seminars, and trainings by other outside agencies such as: Orange County Department of Education, Santa Ana College, National Association of Professional Martial Arts Instructors, etc. Instructors are in a special Training every two weeks called "Instructor College" which is a training every two weeks where we train them in house to come up with new methods and re-enforce old ones. They also have to be part of their regular 3 times a week class in order to be able to continue teaching for the program.

D. Communication/Information Dissemination: We provide our own flyers and information sheets given to the students and their parents. Prior to sending them we always seek approval from After School Staff Directors and provide a copy to After School Program Staff to make sure they are aware. Communicating important dates and times to our extra-curricular events to parents and students is important to us. We also follow up with some of our Instructors making phone calls to recognize great work and also to inform parents when there is a concern. Our method to communicate our program details will be through constant communication with newsletters and reports provided to every site. The community at large is also kept informed by presenting informational reports to the School Board as to how the program is doing. We host an open-house at Toyama Main Studio in which parents are part of a meeting and informed of program success and important dates. We provide mentoring for parents and various Karate Day Camps for the students in the program. Several organizations with areas of expertise in education assist by giving workshops.

E. Volunteers: We value the time of those who want to help. We recruit our Jr. Black Belts to come and assist in the implementation of our program. We also encourage parents to take part of their child's training by coming to a class and assist in the holding of punching bags or setting up materials. We are always open to volunteers and plan to promote more volunteers to be part of our program. It allows for students to take the most out of every class.

4. Program Evaluation

Evaluations are also a great piece of how our program is able to record data and track their improvement, performance, and educational enrichment. We have developed evaluation hand-outs such as: Student Profile Evaluation, Student Survey, and the I Feel Better Evaluation. The Evaluations are a very important part of how our system works. We also ask parents for copy of

report cards and track how they are improving or what area we need to help them with by distressing their mind and helping them become more efficient at the skills needed in that subject. Here is an example: If math is a challenging subject we focus to teach and guide students how to coordinate and retain drills which exercise their mind, piece things together, and follow a step by step approach. We also make this information available to the parents and the school by providing reports and statistics to staff members in order to stay informed of students progress. All the information will be open to public in order to be transparent in our program.

5. General Budget Information

The proposed budget will cover the cost of Toyama Karate-Do for services rendered for 10 months as a Service Provider for the Educational Enrichment. Our After School Program cost is 60% less of its value, and 75% less than other Karate After School Programs at other Private Studios. Our services will include: Karate After School program and t-shirts/uniforms as explained in Section 1D. Toyama is responsible for the following expenses upon proposed budget approval: (1) Payroll of Instructors, Supervisors, Coordinators, Advisors, and Director. (2) Student t-shirts/uniforms. (3) General Liability Insurance. (4) Materials such as gear and equipment for training. (5) Office Materials and communication such as copies and flyers. (6) Instructor apparel such as uniforms and t-shirts. (7) Instructor and Staff training.

A. Schools to Consider: In this proposal we agree to provide two phases to the program.

1st Phase: Status Quo as the 2013-2014 school year serving 20 sites with 20 students at each for the months of September 2014-December 2014. The sites can be determined at a later date once we see what schools we are to service in the second phase. **2nd Phase:** January 2015-June 2015 we agree to work with an average of 80 students at 10-13 schools based on Area rotation.

B. Cost Break Down Per Student: Toyama's regular fees for a service such as the one in this proposal has a valued cost per child of \$1,000 for a 10 month period, which represents \$100 monthly for 10 classes, and \$10 an hour.

Our proposed cost for SAUSD will be substantially less because of our efforts to reach out to the community and assist district goals for the enrichment portion of the After School Program. Our mission is to use Dynamic Martial Arts as a tool for enrichment in order to help student maximize their potential academically. The value cost per child is \$400 for a 10 month period, which represents \$40 monthly for 10 classes, and \$4 an hour.

- **Explanation**

Toyama's Normal Cost (1 Student)		vs.	Santa Ana Unified School District (1Student)	
10 Months	\$ 1,000.00		10 Months	\$ 400.00
1Month 10 Classes	\$ 100.00		1Month /10 Classes	\$ 40.00
Per Hour	\$ 10.00		Per Hour	\$ 4.00

C. Proposed Cost: Taking into consideration the schools we have selected on Section 6A, we would like to present our Cost for Service.

- **Explanation Phase 1 September 2014- December 2014**

Toyama Cost		Vs. SAUSD Cost	
400 Student Uniforms (\$40)	\$ 16,000.00	400 Student t-shirt (\$10)	\$ 4,000.00
400 Students at \$100/monthly for 4 months	\$ 64,000.00	400 Students at \$40/monthly for 4 months	\$ 64,000.00
TOTAL	\$ 176,000.00	TOTAL	\$ 68,000.00

- **Explanation Phase 2 January 2015- June 2015**

Toyama Cost		V.S.	SAUSD Cost
(11 average schools with average 80 kids)			
1760 Students (\$40)	\$ 70,040.00	1760 Student t-shirt (\$10)	\$ 17,600.00
880 Students at \$10/per hour (\$100 month) x 6 months	\$ 528,000.00	880 Students at \$4/per hour (\$40 month) x 6 months	\$211,200.00
TOTAL	\$ 598,040.00	TOTAL	\$ 228,800.00

D. In-Kind Resources Provided: The value cost of our program to provide a service to all the kids in the after school program at all 46 schools (Elementary & Jr. High) is \$774,040.00 in which we are committed to helping the community by giving the SAUSD an "in-kind" donation discount of \$477,240.00 towards the cost of the 2014-2015 program. Leaving a total cost to the SAUSD of \$296,800.00 for our Phase1 and Phase 2 programming.

Phase1: 400 students at 20 schools is \$68,000.00 for 4 months of service
Phase2: 1760 students at 11-13 schools is \$228,800.00 for 2 Area Rotations during the last 6 months of programming.

Toyama will also facilitate an "in-kind" donation of extra teaching hours, volunteers, and special events and demos at no cost. For example: (1) Spring Break Extravaganza, which is when we offer at no charge our program to attract and retain kids in the program. (2) Open Dojo, which is when students come to our studio for additional training based on interest at no charge to families. The value to the additional services is around \$5,000 for the whole year as an "In-Kind" Donation as well.

E. Commitment and Adequate Resources: Our commitment towards SAUSD is to provide our area of expertise to facilitate the educational enrichment needed for the students in the district. We have the resources to meet the requirements of providing a program at each of the sites requested, and to maintain a transparent program that provides what it is contracted for. Our program is willing to negotiate alternatives, new ideas, and implement our services as needed. Our commitment to the community is far beyond just a contract, we want to empower and inspire the students we serve to pay attention to the Teachers, and Staff who guide their Academic Goals.

6. Success and Sustainability

A. Record of Success: This is will be 14th consecutive year providing our Karate Program to the SAUSD as Educational Enrichment Providers. We have taught an average of 645 students per year, and have had a daily attendance of approximately 96%. We are one of the top 2 activities selected by students during enrichment time; and our program completed 55,240 Healthy Hours of training during the 2013-2014 after school program. The students in the program or who have been exposed to our program show more discipline, confidence, and focus which has lead them to better grades and better conduct.

We have always maintained a great relationship with District in order to provide a program that always meets guidelines and collaborates with the mission to help students achieve Academic Achievement. Our program has been a stepping stone for many great students who started in the After School Program and continued. Some examples are (1) Eileen Macias, Segerstrom High School Alumni Class of 2012, attending UC San Francisco on a Scholarship for her GPA and volunteer hours as a Jr. Black Belt in our program. (2) Noemi Urquiza, Godinez High School Alumni Class of 2013, Attending Harvard University on a Scholarship and part of the Taekwondo Team (3) Julissa Mendoza, Saddleback High School Alumni, Class of 2014 attending Concordia University and part of the Young Senators program as well as a Jr. Black Belt. They all started in the after school programs.

We have worked with many organizations and institutions that we have worked with and still maintain a great partnership with. Santa Ana Parks and Recreation, Tustin Parks and Recreation, Orange County Educational Arts Academy (OCEA), Orange County Therapeutic Arts Center (OCTAC), California Youth Soccer League, Los Amigos of Orange County, Youth Motivational Task Force, Santa Ana Public Library, Mary's Shelters in Tustin, 20 Santa Ana District Schools as Official Partners, Mothers Against Drunk Driving (MADD), The National Center on Addiction and Substance Abuse at Columbia University,

B. Sustainability Plan: Toyama will continue to offer its unique Dynamic Karate program in order to promote a physical activity that will teach values and principles to students. Toyama will also be available whenever the SAUSD is in need of educational enrichment support far beyond just teaching Karate at the proposed sites. The communication between our program and District will be a key element to the ongoing partnership established.

C. References: The following individuals have expressed an interest to support and serve as a reference towards our proposal. Detailed information can be provided upon request.

Senator, Lou Correa - City of Santa Ana Mayor, Miguel Pulido - City of Santa Ana Councilwoman, Michelle Martinez - City of Santa Ana Councilman, Roman Reyna - Santa Ana Parks and Recreation, Pearl Raya - Santa Ana Parks and Recreation, Juan Lara - Anaheim City School District (ACSD) Board Member and President of Los Amigos de Orange County, Dr. Jose Moreno - SAUSD Board members - Santa Ana Public Library, Silvia Cisneros - Mothers Against Drunk Driving (MADD), Belem Solis.

End Notes: Toyama Karate-Do Organization submitting this proposal to the Santa Ana Unified School District (SAUSD), in an effort to be considered as a service provider for the up-coming 2014-2015 school year.

Rodolfo Cazales, Owner/Chief Instructor

Araceli Cazales, After School Program Director

"Youth Developing Self Discipline Through Martial Arts"
Toyama Karate-Do Organization

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: **Approve or Deny Material Revision of NOVA Academy Charter Petition and if Approved Adopt Resolution No. 14/15-3024 Implementing that Action**

ITEM: **Action**

SUBMITTED BY: **Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations, CBO**

PREPARED BY: **Mavis Mitchell, Charter Schools Financial Coordinator**

BACKGROUND INFORMATION:

Pursuant to Education Code Section 47605, the Board of Education is required to approve or deny a charter petition that is submitted to it proposing to establish a charter school within the geographic boundaries of the Santa Ana Unified School District. The purpose of this agenda item is for the Board to take action on the material revision of the current NOVA Academy charter petition and if the Board approves the material revision of the Charter Petition, to adopt Resolution No. 14/15-3024 implementing that action.

RATIONALE:

Although the current term of the NOVA Academy Charter Petition is July 1, 2013 through June 30, 2018, material revision of the current operating charter was made necessary by changes in and to the governance structure and financial operations of the charter school. In addition to the specific changes previously mentioned, the charter school has also submitted and included as part of the material revision a charter school Local Control and Accountability Plan as required by recently implemented legal statute.

The Santa Ana Unified School District has fully considered and evaluated the material revision of the Charter Petition submitted by NOVA Academy. The review and resulting analysis of the material revision of the NOVA Academy Charter Petition indicates that approval of the material revision of the Charter is consistent with sound educational practice.

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt Resolution No. 14/15-3024 – Approving the material revision of the NOVA Academy Charter Petition.

SP:mm

RESOLUTION NO. 14/15-3024
BOARD OF EDUCATION
SANTA ANA UNIFIED SCHOOL DISTRICT
ORANGE COUNTY, CALIFORNIA

Approving Material Revisions to Charter for
NOVA Academy Early College High School

WHEREAS, pursuant to the Charter Schools Act of 1992 (Ed. Code § 47600 et seq.) the Governing Board of the Santa Ana Unified School District ("SAUSD" and/or "District") is required to review and authorize creation and/or renewal of charter schools and provide oversight to charter schools which it authorizes; and

WHEREAS, the Governing Board of SAUSD has approved and renewed the Charter ("Charter") for NOVA Academy Early College High School ("NOVA") with the current term running through and including June 30, 2018; and

WHEREAS, pursuant to the Charter Schools Act of 1992 material revisions to a charter school's charter are governed by the standards and criteria applicable to initial requests for a charter, including approval by the oversight agency, and at the time of any material revision to a charter, the revised charter must include a reasonably comprehensive description of any requirement applicable to charter schools that was enacted into law after that charter was previously granted/renewed; and

WHEREAS, on or about June 26, 2014, NOVA delivered to SAUSD a request for material revisions to the NOVA Charter with NOVA's primary purpose in requesting the revisions being a change to the governance structure for NOVA; and

WHEREAS, in accordance with the Charter Schools Act of 1992, the revised Charter was brought to the District Governing Board meeting of July 22, 2014, at which time it was received by the District Governing Board, thereby commencing the timelines for District Governing Board action thereon; and

WHEREAS, a public hearing on the provisions of the Charter was conducted on August 26, 2014, pursuant to Education Code Section 47605, at which time the District Board considered the level of support for the material revisions to the Charter by teachers employed by the District, other employees of the District, and parents;

40 **WHEREAS**, District staff have reviewed and analyzed the information received
41 with respect to the Charter, including the specific material revisions requested
42 and information related to the operation and potential effects of NOVA; and
43

44 **WHEREAS**, NOVA has included a reasonably comprehensive description of the new
45 legal requirements that have been enacted into law since the NOVA Charter was last
46 renewed, including a Local Control and Accountability Plan for NOVA; and
47

48 **WHEREAS**, based upon its review of the revised Charter, District staff has
49 made a recommendation to the District Governing Board that the materially revised
50 NOVA Charter be approved;
51

52 **WHEREAS**, the Governing Board has fully considered the revised Charter and the
53 recommendation provided by District staff.
54

55 **NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:**
56

- 57 I. That the Governing Board of SAUSD finds the above listed recitals to be true
58 and correct and incorporates them herein by this reference.
59
- 60 II. That the Governing Board of the Santa Ana Unified School District hereby
61 approves the request for material revisions. The NOVA Charter that the
62 Governing Board is hereby approving is attached hereto as Exhibit "A."
63

64 The foregoing resolution was considered, passed, and adopted by this Board at
65 its regular meeting of September 9, 2014.
66

67 BOARD OF EDUCATION OF THE
68 SANTA ANA UNIFIED SCHOOL DISTRICT
69

70 By: _____
71 Audrey Yamagata-Noji, Ph.D., President
72
73
74
75
76
77
78

Attest:

Rob Richardson
Clerk of the Governing Board
Santa Ana Unified School District

STATE OF CALIFORNIA)
) ss
ORANGE COUNTY)

I, _____, do hereby certify that the foregoing is a true and correct copy of Resolution No. 14/15-3024, which was duly adopted by the Board of Education of the Santa Ana Unified School District at meeting thereof held on the 9th day of September, 2014, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By

Rob Richardson
Clerk of the Governing Board
Santa Ana Unified School District

SANTA ANA UNIFIED SCHOOL DISTRICT STAFF REPORT

Date: August 25, 2014

To: Board of Education and Richard L. Miller, Ed. D., Superintendent

From: Stefanie P. Phillips, Ed.D., Deputy Superintendent, Operations
Mavis Mitchell, Charter Schools Financial Coordinator

Re: Review and Analysis of NOVA Academy Charter School Charter Petition Material Revision

Introduction

The Staff Report provides an overview of the specific material revisions made to the NOVA Academy Charter School Charter Petition, a brief summary of the related legal standards, and a recommendation of action.

NOVA Academy Early College High School opened in September 2005 and operates with a total enrollment of 433 students: 332 SAUSD students and 101 non-resident students. Those students are 13% English Learners and 91% qualified for Free and Reduced Lunch. In 2012-2103, NOVA had an API of 779 and met all school-wide and sub-group AYP targets. The 2014-2015 Budget is \$3,994,949 mil without additional monetary support from Olive Crest USA.

In correspondence dated December 13, 2013 and March 7, 2014, SAUSD was informed that Olive Crest USA and NOVA Academy mutually agreed to legally separate the two entities based upon the recommendations of their respective legal counsel. This means that Olive Crest will no longer provide NOVA Academy with administrative or operational services. However, NOVA Academy will continue to govern itself as a non-profit and public benefit corporation and provide its own administrative services both in-house and via a third party contract with a charter management organization. (A copy of each of these documents is available for review upon request.)

During the term of its charter, a charter school may determine that it is necessary or desirable to seek an amendment of its current approved charter. In accordance with Education Code Section 47607(a)(1), in addition to the approval of the charter school governing board to make material revisions to the current charter, the authorizing entity of a charter school must also approve the material revision of the charter petition.

Material revision of the current operating charter of NOVA Academy is necessary due to changes in and to the governance structure and financial operations of the charter school. The specific nature and significance of the changes to the current charter proposed by NOVA Academy are to effect the revision and/or deletion of provisions and representations that are no longer operative due to the legal separation of Olive Crest and NOVA Academy.

It was also determined that, in accordance with Education Code Section 47607 (a) (2), renewals and material revisions of charters 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. The term of the current NOVA Academy Charter is July 1, 2013 through June 30, 2018. As required by recently implemented legal statute, NOVA Academy has included a Local Control and Accountability Plan for the charter school as part of the material revision submission.

At the Regular Meeting on Tuesday, July 22, 2014, the SAUSD Board acknowledged receipt of the Material Revision of the current operating charter of NOVA Academy delivered on Thursday, June 26, 2014. A Public Hearing is scheduled to be conducted at the Regular Meeting on Tuesday, August 26, 2014. SAUSD Board Action to approve or deny the proposed material revisions is anticipated on Tuesday, September 9, 2014.

Summary of Specific Material Revisions

The documents listed below were submitted for review and analysis by the charter school in support of the specific material revisions made to the respective document and/or included as related to the material revision.

- NOVA Academy Early College High School Charter Petition (with redline changes)
 - Page iv
 - Page 8
 - Page 14
 - Page 15
 - Page 38
 - Page 54
 - Page 55
 - Page 60
 - Page 61
 - Page 76
 - Page 77
 - Page 80
 - Page 81
 - Page 94

- NOVA Academy Early College High School Local Control and Accountability Plan
- NOVA Academy Board Amended and Restated Corporate Bylaws
- NOVA Academy Board Resolution- Approval of Bylaws Revision
- NOVA Academy revised Articles of Incorporation

(A copy of each of these documents is available for review upon request.)

Recommendation

It is the recommendation of District Administration and Staff that the Santa Ana Unified School District Governing Board adopt and approve by Resolution Number 14/15-3024 the material revision of the NOVA Academy Charter School Charter Petition. This recommendation of action is based upon the result of the overall review and analysis of the NOVA Academy Charter School Petition and documentation submitted by the charter school in support of the specific revisions deemed necessary and appropriate to ensure accountability and legal compliance to a sufficient and reasonable degree.

RECEIVED

MAR 18 2014

March 7, 2014

SUPERINTENDENT'S OFFICE

U.S. CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dr. Rick Miller, Superintendent
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, California 92701-6322

RECEIVED
MAR 19 2014
BUSINESS SERVICE

Re: Legal Separation of Olive Crest USA From
Nova Academy Early College High School Charter School
Effective February 28, 2014/Inoperative Nova Academy Charter Language

Dear Dr. Miller:

On December 13, 2013, we wrote to inform you that Olive Crest USA and Nova Academy have mutually agreed to legally separate their two legal entities based upon recommendations of their respective legal counsel. A copy of our previous correspondence is enclosed for your reference.

Although Olive Crest USA anticipated resigning its position as sole statutory member of Nova Academy on December 31, 2013, due to complications in the separation process, Olive Crest USA's sole statutory membership resignation occurred on Friday, February 28, 2014.

As of December 31, 2013, Olive Crest USA is not liable for the debts or obligations of Nova Academy, nor does Olive Crest USA provide any back office, administrative, management, governance or financial support to Nova Academy.

This letter is notification that the following provisions and representations in Nova Academy's Charter Renewal Petition effective July 1, 2013 through June 30, 2018 with the Santa Ana Unified School District are no longer operative due to Olive Crest USA's legal separation from Nova Academy:

Page 8 "Starting with Natalie Battersbee and Renee Lancaster; our faculty is nothing short of exceptional. These two individuals opened the program and closely guided its development and progress. Joining them were Mavis Mitchell and Dr. Pat Machado from Santa Ana Unified School District, who provided vital fiscal monitoring, evaluation of educational programs and oversight to maintain conformance to the Charter School's

charter. Additionally, the Olive Crest staff, Dr. Donald Verleur, and the NOVA Academy Board of Directors provide partnership, financial stability, and shared vision to achieve NOVA Academy ECHS's goals and objectives..."

Page 14 *"... The new federal, state and local goals were to maximize educational stability by helping more foster children to stay in their family of origin, and for families to receive services like wrap around, a service that Olive Crest still provides today."*

Page 15 *"Today, NOVA Academy ECHS continues to reach out to unrepresented students, foster and at-risk students in our community. Because we have a partnership with Olive Crest, NOVA Academy ECHS is able to work with the Orange County Department of Social Services and encourages group home children and foster placements throughout the County to attend the Charter School."*

Page 38 *"Olive Crest, Wrap Around, Family Preservation and the Foster Care system will provide additional services, which empowers parents of EL students to be an integral part of the Charter School and their community."*

Page 54 *"The Charter School will be governed by the NOVA Academy Board of Directors ('Board' or 'Board of Directors') in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Olive Crest USA is the sole statutory member of the NOVA Academy Board."*

"The NOVA Academy Board will have at least five (5) and not more than twenty (20) directors. All directors shall be designated by Olive Crest USA. All directors are to be designated at the corporation's annual meeting of the Board of Directors. Each director shall hold office unless otherwise removed from office in accordance with NOVA Academy's bylaws for one (1) three (3) year initial term, with one (1) three (3) year renewal option if designated by the Board."

"In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, Olive Crest USA shall appoint an additional director to ensure that the Board is maintained with an odd number of Directors."

Page 60 *"Olive Crest USA has many support services for foster and at-risk families that assist NOVA Academy ECHS in meeting the needs of the families it*

serves. Some of those programs are: mentoring, parent partners, family counseling, and parenting trainings.”

Page 91 *“Olive Crest provides back office business services to the Charter School including but not limited to: accounts payable, accounts receivable, budget, cash flow projections, monthly financial reports, human resources, payroll, PERS and STRS reporting, Information Technology (‘IT’), property maintenance services, and marketing and advertising and fund development.”*

Please direct any inquiries you may have regarding the legal and administrative changes impacting Nova Academy Early College High School to Nova Academy’s administration.

Very truly yours,

A handwritten signature in dark ink, appearing to read 'Donald Verleur II', written in a cursive style.

Donald Verleur II
Chief Executive Officer
Olive Crest USA

DV:klj

cc: Dr. Donald Verleur, Nova Academy

Enclosures: December 13, 2013 Correspondence



1.800.550.CHILD (2445)
www.olivecrest.org

December 13, 2013

U.S. CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Dr. Rick Miller, Superintendent
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, California 92701-6322

Re: Legal Separation of Olive Crest USA From
Nova Academy Early College High School
Charter School Effective December 31, 2013

Dear Dr. Miller:

Olive Crest USA, Inc., a California non-profit corporation ("Olive Crest USA") is the sole controlling statutory member of Nova Academy, Inc. ("Nova Academy"), the California non-profit public benefit corporation that operates Nova Academy Early College High School, a charter school authorized by the Santa Ana Unified School District ("District").

Both Olive Crest USA and Nova Academy understand that Olive Crest is identified in portions of Nova Academy's charter.

Olive Crest USA and Nova Academy have mutually agreed to legally separate their two legal entities based upon recommendations of their respective legal counsel. Olive Crest USA anticipates resigning its position as the sole statutory member of Nova Academy on December 31, 2013, and after its resignation Olive Crest USA will no longer provide Nova Academy with administrative or operational services. Nova Academy will continue to govern itself as a nonprofit public benefit corporation and will provide its own administrative services both in-house and via a third-party contract with a company called Charter Works.

Olive Crest USA and Nova Academy have been working collaboratively to ensure a smooth transition of responsibilities following legal separation. Nova Academy will continue to operate the Nova Academy Early College High School in accordance with its charter and MOU as authorized by the District.

Dr. Rick Miller
December 13, 2013
Page 2 of 2

Please consider this letter as formal notice that after Olive Crest USA resigns its membership interest, Olive Crest USA will no longer be legally or contractually bound with Nova Academy. Nova Academy is solely responsible for its debts, obligations, and liabilities as has been the case from the outset of the charter.

Please direct any inquiries you may have regarding the legal and administrative changes impacting Nova Academy Early College High School to Nova Academy. Nova Academy will contact you by telephone to discuss this matter further.

Very truly yours,



Donald Verleur
Chief Executive Officer
Olive Crest USA



Dr. Donald Verleur
President/Founder
Nova Academy Early College High School

DV:klj

cc: Olive Crest USA Board of Directors
Nova Academy

**NOVA ACADEMY EARLY COLLEGE HIGH SCHOOL
("NOVA")**

RESOLUTION NO. 02-122313

WHEREAS the Board of Directors of Nova Academy Early College High School ("Nova") are in the process of transitioning its service, fiscal, and legal relationship away from Olive Crest U.S.A. ("Olive Crest"); and

WHEREAS this transition process includes revising Nova's bylaws to remove Olive Crest as a sole statutory member; and

WHEREAS this transition process will also require a written service agreement between Nova and Olive Crest including a mutually negotiated and agreeable release of future claims except as applies to exposure to potential claims known to the Parties as of the date of this Resolution; and

WHEREAS this transition process will also require a resolution of outstanding cash flow issues between Nova and Olive Crest;

NOW THEREFORE IT IS RESOLVED that the Board of Directors of Nova hereby adopts revisions to its corporate bylaws removing Olive Crest as sole statutory member;

BE IT FURTHER RESOLVED that Nova commits and directs Staff to work cooperatively to the mutual benefit of both Nova and Olive Crest, to complete the transition process as described above.

Adopted:



Sandy Otsuji
Nova Academy Early College High School
Board President

Date:



AMENDED AND RESTATED BYLAWS
OF
NOVA ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this Corporation is Nova 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 the Corporation shall be fixed and located in the State of California at such place as the Board of Directors ("Board") shall determine. 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 the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to operate charter schools for the benefit of children placed in the foster care system and at-risk youth. 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 distributing 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.** The 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).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The 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").

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:

- a. 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.
- b. 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.

- c. 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.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than twenty (20), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is 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.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. A director is eligible to serve a second, consecutive three (3) year term subsequent to a majority vote of the Board.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election 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, resignation, or removal 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; 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, or to 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 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 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 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). 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 (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

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 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated 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 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 Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually 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 noticed by the Board of Directors in accordance with the Brown Act.

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 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, 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 President 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 18. 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 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.
- c. 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 19. 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 any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy.

Section 20. 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 boundaries of the school district in which the Charter School operates;
- 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. 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.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule 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 any applicable public open meeting law.

Section 22. 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 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, 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 directors then in office. 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

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.

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.

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 24. 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 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. 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 the 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-Chairman of the Board.

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 the 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, if applicable.

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 manner 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. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

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; and the names of the directors 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 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 the 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 (a) 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; (b) disburse the corporation's funds as the Board of Directors may order; (c) 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 (d) 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 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.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The 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 XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the 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 XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The 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 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 may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director'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.** The 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 directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to 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 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 directors, 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 director 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.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. 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 Charters that created the Charter Schools operated by Nova Academy, or make any provisions of these Bylaws inconsistent with the Charters, the Corporation's Articles of Incorporation, or any applicable 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 AMENDMENT TO
RESTATED ARTICLES OF INCORPORATION
OF
NOVA ACADEMY

The undersigned certify that:

1. They are the President and the Treasurer of Nova Academy, a California nonprofit public benefit corporation.
2. Article IV of the Restated Articles of Incorporation is deleted, and Article IV is amended to read as follows:

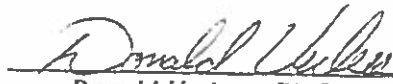
The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of NOVA Academy, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

In the event of the dissolution of the corporation for any reason, any assets of the corporation remaining after compliance with applicable provisions of the California Corporation Code shall be distributed by the corporation to another nonprofit benefit corporation whose primary purpose is education.

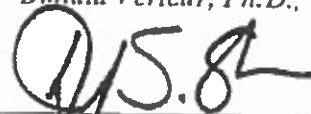
3. The foregoing amendment has been duly approved by the Nova Academy Board of Directors.
4. The foregoing amendment has been duly approved by the required vote of the sole member, Olive Crest USA.

I 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.

DATE: 5/22/14


Donald Verleur, Ph.D., President

DATE: 5/21/2014


Dave Shea, Treasurer

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: NOVA Academy, Santa Ana

Contact (Name, Title, Email, Phone Number): Renee Lancaster, Executive Director, renee-lancaster@nova-academy.org, (714) 569-0948

LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title 1 of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • <u>Parent Meeting</u> – All parents were invited to participate in an LCAP information night where LCAP PowerPoint was presented followed by question and answer time. Qualitative data was collected from this time. • <u>Parent Survey</u> – Survey was given to all parents of each Nova Academy student requesting opinions on the school's provided services and each of the eight state priorities listed. Quantitative data was collected from this time. • <u>Staff Professional Development</u> – All staff and faculty participated in a professional development where LCAP PowerPoint was presented followed by question and answer time. Qualitative data was collected from this time. • <u>Staff Survey</u> – Survey was given to all staff & faculty requesting opinions on the school's provided services and each of the eight state priorities listed. Quantitative data was collected from this time. • <u>LCAP Goal Writing Activity</u> – All staff participated in an activity regarding each of the eight state priorities. Staff was broken into small groups where they worked together to write appropriate goals regarding the eight listed state priorities for the purposes of the LCAP. SARC data was used as the measurement for aligning the goals to data. Staff then shared out and gave feedback regarding the development of the LCAP goals. Quantitative and qualitative data was collected from this time. • <u>Board Meeting</u> – Board was presented with LCAP PowerPoint as well as the LCAP plan of action followed by discussion as well as a question and answer session. Qualitative data was collected from this time. • <u>Presentation of Drafted Goals</u> – All drafted goals and LCAP plan with year benchmarks were presented to all faculty and staff. Faculty and staff had the opportunity to provide feedback on the goals, including any suggestions or recommendations for change. • <u>Board Meeting</u> – June 20, 2014 	<ul style="list-style-type: none"> • <u>Parent Meeting & Parent Survey</u> – Parents returned 174 surveys; 93% of parents surveyed reported that their student participates in the free and reduced lunch program. This data is reflected in our goal regarding encouraging parent involvement in parent meeting nights with an incentive program offering participating parents a certificate of completion (Priority 3). 100% of the parents surveyed reported "strongest interest" in regards to access to technology. This data is reflected in our goal of increasing Internet bandwidth and technology (Priority 1 & 2). 96% of parents surveyed reported <i>favorable</i> or <i>very favorable</i> in response to a question regarding their child's experience at our school. This data impacted the creation of our goal to assess parent and student satisfaction through a survey regarding our school's climate (Priority 6 & 8). • <u>Staff Professional Development & Staff Survey</u> – There was a 100% staff and faculty participation in professional development and 100% of staff and faculty surveys were returned. 95% of the surveyed reported <i>meets</i> or <i>exceeds</i> in regards to our school's English learner program and 100% reported that the school's intervention program <i>meets</i> or <i>exceeds</i> their level of satisfaction. Although these levels of satisfaction are high, staff and faculty agreed that there was a need to raise and maintain high scores regarding the CASHEE for all pupils and specifically in regards to English language learners (Priority 4). 70% of all surveyed reported <i>does not meet</i> in regards to students having access to standards aligned textbooks and instructional materials (including technology resources). 22% of all surveyed reported <i>does not meet</i> in regards to having access to materials that will help in preparing their students to be college and career ready and 100% of teachers surveyed reported <i>high interest</i> or <i>strong interest</i> in regards to access to technology. This data is reflected in our goal of implementing all Common Core State standards as evidenced through course curricula, assessments, and materials (Priority 1 & 5). • <u>LCAP Goal Writing Activity</u> – After time was given to process information, data collected was presented to all staff. This

Involvement Process	Impact on LCAP
	<p>data was used in the LCAP goal writing activity. The goals written by staff confirmed the need for expanding bandwidth as well as an increase in parent involvement (Priorities 1, 2 & 3). Staff reported all needs identified within specified goals, specifically in regards to college readiness and our early college model (Priority 7 & 8).</p> <ul style="list-style-type: none"> • <u>Board Meeting, April 10th, 2014</u> – LCAP presentation-Board members were given an opportunity to provide feedback for the LCAP. • <u>Presentation of Drafted Goals</u> – The feedback provided by the faculty and staff recommended the inclusion of the Next Generations Science Standards regarding the goal of fully implementing state standards (Priorities 1 & 5) as well as in the goal regarding bandwidth and technology (Priority 1 & 2). Faculty and staff also provided the suggestion of raising the goal percent of students who qualify for dual enrollment (Priority 7). Administration will wait for the "Annual Update: Analysis of Progress" to decide if an increase is necessary. • <u>Board Meeting, June 20th, 2014</u>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local

priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/Improved for students? (based on Identified metric)			Related State and Local Priorities (Identify specific state priorities. For districts and COEs, all priorities in statute must be included and Identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase English language learner proficiency on CAHSEE and close the achievement gap between all pupils and sub groups. Metric Used: Mock CAHSEE Exams & CAHSEE Final Exam	NOVA Academy will increase CAHSEE student pass rate within overall and EL subgroup populations increasing in percentage to 95% for overall math, 94% for overall ELA, 87% for EL subgroup math, & 75% for EL subgroup ELA by Spring 2017.	All Pupils & EL Subgroup	Nova Academy, Santa Ana		By 2015, CAHSEE pass rate will be maintained at 93% for overall math, 92% for overall ELA, 85% for EL subgroup math, & increased to 71% for EL subgroup ELA.	By 2016 CAHSEE pass rate will have been increased to 94% for overall math, 93% for overall ELA, 86% for EL subgroup math, & 73% for EL subgroup ELA.	By 2017 CAHSEE pass rate will have been increased to 95% for overall math, 94% for overall ELA, 87% for EL subgroup math, & 75% for EL subgroup ELA.	Pupil Achievement: Priority 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase parent input and involvement; promote parent participation and engagement; and increase parent enrichment opportunities offered at NOVA Academy Metric Used: Parent attendance rates at parent meetings; percentage of parents who earn certificate status	25% of all NOVA Academy families will complete the yearly cycle of "Parent University" meetings and earn certificate status.	All Pupils	Nova Academy, Santa Ana		By 2015, 15% of all NOVA Academy families will have completed the yearly cycle of "Parent University" meetings and will have earned certificate status.	By 2016, 20% of all NOVA Academy families will have completed the yearly cycle of "Parent University" meetings and will have earned certificate status.	By 2017, 25% of all NOVA Academy families will have completed the yearly cycle of "Parent University" meetings and will have earned certificate status.	Parent Involvement: Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			What will be different/improved for students? (based on identified metric)	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		
Need: Measure parent and student school climate & safety satisfaction rates Metric Used: Student and parent survey	NOVA Academy will assess satisfaction in school climate via student and parent surveys with an average of 75% overall satisfaction and a 90% satisfaction rate in school safety by Spring 2017.	All Pupils	Nova Academy, Santa Ana	LCAP YEAR Year 1: 2014-15 Year 2: 2015-16 Year 3: 2016-17	School Climate: Priority 6 Other Pupil Outcomes: Priority 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase bandwidth and technology Metric Used: Established bandwidth and technology will meet the needs of all SBAC, online college courses, Next Generation Science and Common Core Implementation & instructional needs by Spring 2017.	NOVA Academy will increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs by Spring 2017.	All Pupils	Nova Academy, Santa Ana		By 2015, NOVA Academy will identify school needs regarding bandwidth and technology by assessing 2014 Spring SBAC trial experience, student population, course offerings and online college needs.	By 2016, NOVA Academy will revise school technology and bandwidth needs based upon the 2014-2015 SBAC testing experience and will continue to work towards the technology & bandwidth needs. Staff and faculty survey will be given with an expected satisfaction rate of 75%.	By 2017, NOVA Academy will have reached the level needed to support all SBAC, online college courses, & Next Generation Science & Common Core Implementation & instructional needs utilizing bandwidth & technology available. Staff & faculty survey will be given with satisfaction rate of 80%.	Basic: Priority 1 Implementation of State Standards: Priority 2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Curricula, assessments, materials, & training aligned to meeting the needs of all state standards for all pupils including ELL & SPED populations Metric Used: Implementation of all state standards will be evidenced through standardized state testing scores 2017.	By 2017 all state standards will be fully implemented for all pupils including ELL & SPED populations as evidenced through course curricula, assessments, materials, training and standardized state testing scores.	All Pupils, ELL & SPED Subgroups	Nova Academy, Santa Ana		By 2015, all teachers will participate in on-going professional development on the Implementation of all state standards as it pertains to each content area.	By 2016, all courses will continue to transition into the common core, next generation science and state standards as it pertains to each content and each course will be aligned by at least 75%.	By 2017, 100% of all courses will be aligned to the common core, next generation science, and state standards as it pertains to each content area.	Implementation of State Standards: Priority 1 Pupil Engagement: Priority 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase in student eligibility for dual enrollment Metric Used: Percent of students eligible for dual enrollment by Spring 2017.	35% of all NOVA Academy students will meet the NOVA Academy eligibility requirements for dual enrollment by Spring 2017.	All Pupils	Nova Academy, Santa Ana		By 2015, 28% of all NOVA Academy students will be eligible for dual enrollment.	By 2016, 30% of all NOVA Academy students will be eligible for dual enrollment.	By 2017, 35% of all NOVA Academy students will be eligible for dual enrollment.	Course Access: Priority 7 Other Pupil Outcomes: Priority 8

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and Identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
NOVA Academy will increase CAHSEE student pass rate within overall and EL subgroup populations Increasing in percentage to 95% for overall math, 94% for overall ELA, 87% for EL subgroup math, & 75% for EL subgroup ELA by Spring 2017.	Pupil Achievement: Priority 4	<ul style="list-style-type: none"> Freshmen Seminar Sophomore Seminar ELD Specific Prof. Dev. CAHSEE Revolution Prep ELD Specific Curriculum Resources individualized student academic support 	School-wide		Actions and services include freshmen and sophomore seminars; ELD specific professional development for teaching staff; Implementation CAHSEE Revolution Prep software; purchase of ELD specific curriculum; Individualized academic support. Anticipated expenses - salary, benefit and associated personnel costs for certificated and classified employees related to direct and	Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$163,100 will be made from Fund 09; Objects 1000-5000's.	Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$162,100 will be made from Fund 09; Objects 1000-5000's.

Goal (Include and Identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					indirect support for the actions and services; Instructional materials including classroom and teacher supplies, books, etc.; professional development; and applicable professional services. Expenditure amount of \$136,000 will be made from Fund 09; Objects 1000- 5000's.		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
25% of all NOVA Academy families will complete the yearly cycle of "Parent University" meetings and earn certificate status.	Parent Involvement: Priority 3	<ul style="list-style-type: none"> • Monthly "Parent University" Meetings • "Parent University" Guest Speaker(s) • Food • Awards & Certificates • College Fair 	School- wide		<p>Actions and services will include monthly "Parent University" meetings which will include but may not be limited to guest speakers, food, awards and certificates; Implementation of college fair.</p> <p>Anticipated expenses - Instructional materials including recognition, meeting and student related supplies; professional development; and applicable professional services.</p> <p>Expenditure amount of \$1,500 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Same as preceding year with a slight anticipated increase in costs of material and professional services.</p> <p>Expenditure amount of \$2,500 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Same as preceding year with a slight anticipated increase in costs of materials and professional services.</p> <p>Expenditure amount of \$1,500 will be made from Fund 09; Objects 4000-5000's.</p>

Goal (Include and Identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate If school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Actions and services will include the development of parent and student survey; safe campus program and development of positive school culture.	Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$43,500 will be made from Fund 09; Objects 1000-5000's.	Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$41,000 will be made from Fund 09; Objects 1000-5000's.
					Anticipated expenses – salary, benefit and associated personnel costs for certificated and classified employees related to direct and indirect support for the actions and services; Instructional materials including supplies, professional services; and costs for student enrichment activities. Expenditure		
NOVA Academy will assess satisfaction in school climate via student and parent surveys with an average of 75% overall satisfaction and a 95% satisfaction rate in school safety by Spring 2017.	School Climate: Priority 6 Other Pupil Outcomes: Priority 8	<ul style="list-style-type: none"> Development of parent & student survey Safe Campus Program School culture development 	School-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					amount of \$35,000 will be made from Fund 09; Objects 1000-5000's.		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
NOVA Academy will increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and Instructional needs by Spring 2017.	Basic: Priority 1 Implementation of State Standards: Priority 2	<ul style="list-style-type: none"> Infrastructure Technology Equipment 	School-wide		<p>Actions and services include capacity expansion of infrastructure and technology equipment. Anticipated expenses – Inventoried equipment including technology equipment; software licenses; and infrastructure to support expansion of equipment and software implementation. Expenditure amount of \$45,000 will be made from Fund 09; Objects 4000-6000's.</p>	<p>Same as preceding year with increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation. Expenditure amount of \$75,000 will be made from Fund 09; Objects 4000-6000's.</p>	<p>Same as preceding year with increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation. Expenditure amount of \$16,000 will be made from Fund 09; Objects 4000-6000's.</p>

Goal (Include and Identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Actions and services will include purchase of Level I Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expenses – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$62,774 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Actions and services will include purchase of Level II Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expenses – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$97,000 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Actions and services will include purchase of Level III Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expense – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$28,000 will be made from Fund 09; Objects 4000-5000's.</p>
					Actions and services Include	Same as preceding year with a slight	Same as preceding year with a slight
By 2017 all state standards will be fully implemented for all pupils including ELL & SPED populations as evidenced through course curricula, assessments, materials, training and standardized state testing scores.	<p>Implementation of State Standards: Priority 1</p> <p>Pupil Engagement: Priority 5</p>	<ul style="list-style-type: none"> Math Level 1, 2, & 3 Curriculum Teacher Training Other Core Subject Curriculum & Instructional Materials Data and Assessment Management System 	School-wide		<p>Actions and services will include purchase of Level I Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expenses – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$62,774 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Actions and services will include purchase of Level II Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expenses – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$97,000 will be made from Fund 09; Objects 4000-5000's.</p>	<p>Actions and services will include purchase of Level III Math curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training. Anticipated expense – instructional materials including supplies; textbooks; software and professional development. Expenditure amount of \$28,000 will be made from Fund 09; Objects 4000-5000's.</p>
35% of all NOVA Academy	Course Access: Priority 7	<ul style="list-style-type: none"> Summer Advantage 	School-wide		Actions and services Include	Same as preceding year with a slight	Same as preceding year with a slight

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
students will meet the NOVA Academy eligibility requirements for dual enrollment by Spring 2017.	Other Pupil Outcomes: Priority 8	<ul style="list-style-type: none"> College Pathways Junior Seminar Online College Courses Textbook Costs for College 			<p>providing a Summer Advantage program; college pathways courses; junior seminar; online college courses and providing student with textbooks for college.</p> <p>Anticipated expenses -- salary, benefit and associated personnel costs for certificated and classified employees related to direct and indirect support for the actions and services;</p> <p>instructional materials including classroom and teacher supplies, books, etc.; professional services and student field trip</p>	<p>anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$41,748 will be made from Fund 09; Objects 1000-5000's.</p>	<p>anticipated increase based on COLA due to increases in staffing costs. Expenditure amount of \$42,809 will be made from Fund 09; Objects 1000-5000's.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					costs. Expenditure amount of \$30,538 will be made from Fund 09; Objects 1000-5000's.		

8. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Sub –Group Reporting Requirements:

Per Education Code 52052 and data pulled from the 2013/2014 academic year, NOVA Academy will provide targeted goals for “all pupils” as noted in the LCAP, and the following subgroups, which, unless noted otherwise, are encapsulated in “all pupils”:

- Ethnic subgroups.
- Socioeconomically disadvantaged pupils.
- English learners.
- Pupils with disabilities.
- Foster youth.

Actions are listed in Section 2 for all students and subgroups. It should be noted that students not in the listed categories above will still receive benefits under NOVA Academy's LCAP, through the actions listed in this planning document.

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Supplemental and concentration funds for low-income pupils, foster youth, and English learners will generate improved services based upon the proportional increase in supplemental and concentration funds (estimated to be 9.12% for 2014/2015 academic year in accordance with 5CCR 15496) through ongoing staff, parent and student implementations regarding technology, CAHSEE pass rates, English language learners, "Parent Academy", etc. as identified in section 2.

NOVA Academy expects to expend supplemental and concentration grant resources on the actions and materials as outlined in this document. NOVA Academy expects that funds which are used to support school wide activities, such as the acquisition of technology, Implementation of common core, student and parent surveys, and a focus of grade specific seminar courses are the most effective use of funds and will ultimately benefit our goals for unduplicated pupils in the state priority areas.

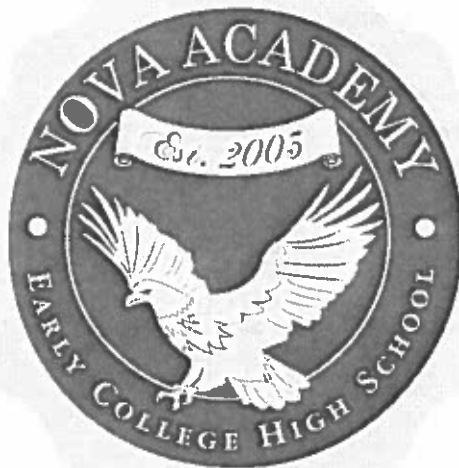
- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

NOVA Academy intends to expend supplemental and concentration grant funds (estimated to be 9.12% for 2014/2015 academic year in accordance with 5CCR 15496) to support the actions that will ultimately serve low income, English learner, and/or foster youth pupils. Services for low income, foster youth and English Learners will be improved by at least the services provided to "all pupils" pursuant to 5 CCR 15496. An example of this increased support, the expenditures that support our intervention, can be found in the school's revenue, actions/services, and expenditures budgeted for each year of the LCAP. Further evidence of our ability to exceed the proportionality percentage is shown through and supported by our ELD specific professional developments and

curriculum resources as well as seminar courses specific to freshmen and sophomore grade levels. The use of supplemental funds on a school wide manner is the most effective use of these resources as it allows us to provide flexible, yet targeted, program, resource, and supplemental support when needed, where needed, to achieve organizational goals as outlined in this LCAP.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

NOVA Academy Early College High School



Charter Renewal Petition
July 1, 2013 - June 30, 2018

Material Revision Submitted May 28, 2014

Formatted: Normal, Indent: Left: 0.25", No bullets or numbering

Formatted: Font: 16 pt

Formatted: Normal, Centered, Indent: Left: 0.25", No bullets or numbering

Table of Contents of Legal Requirements:

This charter has been created in the format encouraged by the California State Board of Education in its adopted "Model Application for Charter Schools" and it goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this "Table of Contents of Legal Requirements" is presented to assist the Reviewer in establishing that all requirements of law have been met.

<i>1. Affirmations/Assurances</i>	<i>page v</i>
<i>2. The Educational Program</i>	<i>page 12</i>
<i>3. Measurable Pupil Outcomes</i>	<i>page 35</i>
<i>4. Methods to Assess Pupil Progress towards Meeting Outcomes</i>	<i>page 35</i>
<i>5. Governance Structure of School</i>	<i>page 40</i>
<i>6. Employee Qualifications</i>	<i>page 48</i>
<i>7. Health and Safety Procedures</i>	<i>page 51</i>
<i>8. Means to Achieve Racial/Ethnic Balance Reflective of District</i>	<i>page 58</i>
<i>9. Admissions Requirements</i>	<i>page 57</i>
<i>10. Independent Financial Audit</i>	<i>page 78</i>
<i>11. Pupil Suspension and Expulsion</i>	<i>page 59</i>
<i>12. Retirement Systems</i>	<i>page 50</i>
<i>13. Attendance Alternatives</i>	<i>page 59</i>
<i>14. Employee Rights to Return</i>	<i>page 51</i>
<i>15. Dispute Resolution</i>	<i>page 54</i>
<i>16. Labor Relations</i>	<i>page 51</i>
<i>17. School Closure</i>	<i>page 79</i>
<i>18. Impact Statement</i>	<i>page 83</i>

TABLE OF CONTENTS

AFFIRMATIONS/ASSURANCES.....	v
I. INTRODUCTION	7
OUR STORY.....	7
NOVA ACADEMY ECHS MET RENEWAL REQUIREMENTS.....	8
ACCOMPLISHMENTS FROM THE PAST CHARTER TERM.....	8
II. EDUCATIONAL PHILOSOPHY AND PROGRAM.....	12
MISSION STATEMENT	12
VISION STATEMENT	12
EDUCATIONAL PHILOSOPHY	12
Whom The School Is Attempting To Educate.....	12
What It Means To Be An Educated Person In The 21 st Century	16
How Learning Best Occurs.....	16
Expected Schoolwide Learning Results.....	17
CURRICULUM AND INSTRUCTIONAL DESIGN	18
Instructional Minutes and Calendar	20
MIDDLE SCHOOL PROGRAM.....	23
HIGH SCHOOL PROGRAM.....	30
Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements.....	30
PROFESSIONAL DEVELOPMENT	32
PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING	33
PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING.....	35
PLAN FOR ENGLISH LEARNERS.....	36
Strategies for English Learners.....	37
PLAN FOR SPECIAL EDUCATION	38
SPECIAL EDUCATION SERVICES / 504.....	38
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA	45
METHOD(S) OF ASSESSMENT.....	48
USE AND REPORTING OF DATA	52
IV. GOVERNANCE STRUCTURE.....	54
NON-PROFIT PUBLIC BENEFIT CORPORATION	54
BOARD OF DIRECTORS	54
CHARTER SCHOOL LEADERSHIP	56
President and Founder.....	56
Executive Director	56
Director of Charter Schools	57
Principal	58
SCHOOL SITE COUNCIL	59
PARENT AND COMMUNITY INVOLVEMENT	60
V. HUMAN RESOURCES	62
QUALIFICATIONS OF SCHOOL EMPLOYEES	62

Staff Employment.....	62
President and Founder.....	62
Executive Director.....	63
Director of Charter Schools.....	63
Principal.....	64
Teachers.....	64
Non-Certificated And Instructional Support Staff.....	64
RETIREMENT SYSTEMS.....	65
EMPLOYEE REPRESENTATION.....	65
EMPLOYEE RETURN RIGHTS.....	65
HEALTH AND SAFETY.....	65
Safety Manual.....	66
Procedures for Background Checks.....	66
Employee Handbook.....	66
First Aid and CPR Training.....	66
Role of Staff as Mandated Child Abuse Reporters.....	66
TB Testing.....	67
Immunizations.....	67
Medications In School.....	67
Vision/Hearing/Scoliosis.....	67
Bloodborne Pathogens.....	67
School Facility Safety.....	68
Drug-Free/Smoke-Free Environment.....	68
Comprehensive Sexual Harassment Policies and Procedures.....	68
DISPUTE RESOLUTION.....	68
Disputes between NOVA Academy ECHS and the District.....	68
Internal Disputes.....	69
 VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES.....	70
STUDENT ADMISSIONS POLICIES AND PROCEDURES.....	70
RACIAL AND ETHNIC BALANCE.....	71
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	72
SUSPENSION AND EXPULSION PROCEDURES.....	72
 VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY.....	88
BUDGETS AND CASH FLOW.....	88
FINANCIAL REPORTING.....	88
INSURANCE.....	88
ADMINISTRATIVE SERVICES.....	91
SCHOOL FACILITIES.....	91
TRANSPORTATION.....	91
AUDITS.....	91
CLOSURE PROTOCOL.....	92
INFORMATION EXCHANGE.....	94
FUNDING.....	94
 VIII. IMPACT ON THE DISTRICT.....	96
INDEMNIFICATION.....	96

IX. OTHER CHARTER ELEMENTS	98
CHARTER TERM AND RENEWAL	98
INSPECTIONS	98
MATERIAL REVISIONS.....	98
SEVERABILITY	98
DEBTS AND OBLIGATIONS	98
INDEPENDENT ENTITY.....	99
ATTACHMENTS, EXHIBITS, AND APPENDICES.....	99

EXHIBITS

Exhibit 1	NOVA Academy ECHS and NOVA Academy leadership bios
Exhibit 2	Children in Foster Care by Placement Type In CA and Orange County 1998-2012
Exhibit 3	Children in Probation Supervised Foster Care Placed in Group Homes
Exhibit 4	Supportive documentation from the Department of Social Services
Exhibit 5	Supportive documentation from the Department of Social Services
Exhibit 6	WASC Certificate of Accreditation and 2010 Site Visit Report
Exhibit 7	Current Textbook Inventory and 2012-13 Course Offerings
Exhibit 8	Sample Individual Student Plan
Exhibit 9	School Calendar and Bell Schedule
Exhibit 10	Sample Student Portfolios
Exhibit 11	Inventory of Technology Equipment and Description of Use
Exhibit 12	Completed ISPs
Exhibit 13	Summer Blast and Summer Advantage materials
Exhibit 14	Syllabus, Pacing guides, Lesson plans, Formative (informal) Assessments, Summative (formal) Assessments, and Rubrics
Exhibit 15	Strategies aimed at increasing student achievement
Exhibit 16	Student and Parent Handbook
Exhibit 17	Graduation Requirements and UC/CSU Admission Requirements
Exhibit 18	Senior Exit Portfolio and Exit Interview
Exhibit 19	NOVA Academy Articles of Incorporation, Bylaws, and Conflict of Interest Code
Exhibit 20	NOVA Academy Board Members & NOVA Academy ECHS Organizational Chart
Exhibit 21	NOVA Academy ECHS Job Descriptions
Exhibit 22	Personnel Policies and Procedures
Exhibit 23	Emergency Disaster Procedure and Emergency Exit Plan
Exhibit 24	Registration Packet
Exhibit 25	Budget and Financial Documents
Exhibit 26	Insurance Policies
Exhibit 27	Real Estate Lease with Floor Plan
Exhibit 28	2010-11 Independent Financial Audit
Exhibit 29	Local Control and Accountability Plan

AFFIRMATIONS/ASSURANCES

NOVA Academy Early College High School ("NOVA Academy ECHS" or the Charter School") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to the Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- NOVA Academy shall be deemed the exclusive public school employer of the employees of NOVA Academy Early College High School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(O)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend NOVA Academy Early College High School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of Americans with Disabilities Act of 1990 and the Individuals with disabilities in Education Improvement Act of 2004
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including, a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for the audit and inspection.
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- 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 meet or exceed the legally required minimum of school days.

I. INTRODUCTION

OUR STORY

NOVA Academy Early College High School, operated by NOVA Academy, a California nonprofit public benefit corporation, opened in 2005 in partnership with Olive Crest, one of the West Coast's premier children's charities, with the keen desire to provide hope and an even playing field for foster and at-risk students, a population who face seemingly insurmountable odds. The Charter School's goal continues to be for students to not only achieve a high school diploma, but also to earn college credit in an academically challenging and nurturing environment.

~~Since 1973, Olive Crest has provided loving care for over 30,000 children and families. Accredited for delivering social service programs by the Council on Accreditation ("COA"), Olive Crest offers licensed foster family and adoption agencies, residential homes, community children centers, counseling and education programs that seek to strengthen families, prevent child abuse and treat victims of child abuse... "One Life at a Time" ®~~

The need to close the gap is great for foster and at-risk youth in the educational arenas. NOVA Academy ECHS, with the help, direction and encouragement of Santa Ana Unified School District ("SAUSD" or the "District"), a major federal grant, and the Middle College National Consortium, has been able to open and operate an first Early College High Schools that focuses on foster, at-risk, low income, and minority students.

NOVA Academy ECHS opened with nine students, most of whom were behind in credits and had only previously dreamed of going on to higher education. Initially, only part-time, retired, credentialed master teachers were hired with a specialty in their respective fields. The Charter School grew rapidly, from nine students, to forty, and then to eighty, and ultimately serving over 350 students in 2012.

With its first graduation in the year 2008, NOVA Academy ECHS graduated 18 students, all with their high school diplomas and transferable college credits – some with their Associate of Arts ("AA") degree and all of them going on to higher education. For most of these students this was not only a dream come true, but also a first for their respective families. For students at the poverty level, this educational opportunity has provided not only success and achievement, but a major source of hope and help for their future.

NOVA Academy Early College High School has a highly qualified and dedicated staff who consistently poured their energies into providing a rigorous, engaging educational experience with high expectations for all students. It is helpful to understand the wonderful staff at NOVA Academy ECHS and their areas of expertise in understanding the evolution and growth of this great institution. It is important to highlight the NOVA Academy ECHS staff and to others who have helped to develop this outstanding high school and its faculty, and who have helped many of its amazing young students to go from painful learning experiences to attainable goals. They have given students the courage and the tools they need to carve bright futures for themselves. Many of these students have experienced their first taste of academic success at NOVA Academy ECHS.

Starting with Natalie Battersbee and Reneé Lancaster; our faculty is nothing short of exceptional. These two individuals opened the program and closely guided its development and progress. Joining them were Mavis Mitchell and Dr. Pat Machado from Santa Ana Unified School District, who provided vital fiscal monitoring, evaluation of educational programs and oversight to maintain conformance to the Charter School's charter. ~~Additionally, the Olive Crest staff, Dr. Donald Verleur, and the NOVA Academy Board of Directors provide partnership, financial stability, and shared vision to achieve NOVA Academy ECHS's goals and objectives.~~ NOVA Academy ECHS also enjoys a considerable amount of support from government representatives, community leaders, other educational institutions and social service agencies.

Attached as Exhibit 1, please find bios of current NOVA Academy ECHS and NOVA Academy leadership.

NOVA ACADEMY ECHS MET RENEWAL REQUIREMENTS

The Charter School met the academic criteria required for charter renewal, as follows:

API Scores

Year	Base API	Growth Target	Actual Growth	API Growth Score
2011-12	715	5	-2	713
2010-11	728	5	-5	723
2009-10	724	5	7	731
2008-09	705	5	19	724

* Based upon calculations from raw data received from CDE

Rankings

Year	Statewide Rank	Similar Schools Rank
2011-12	4	3
2010-11	5	4
2009-10	5	N/A
2008-09	5	N/A

ACCOMPLISHMENTS FROM THE PAST CHARTER TERM

2011-2012

- NOVA Academy ECHS became a member of the Middle College National Consortium ("MCNC"). This is the organization to which our early college high schools belong. It has a long history of successful educational innovations and focuses authentic school reform with sustained collaboration.
- NOVA Academy ECHS's CAHSEE Math pass-rate was at an all time high of 90% for tenth grade students passing on their first attempt.

- NOVA Academy ECHS teachers and administration implemented “Teaching....A Road to Mastery.” This process involves teacher goal setting, formal and informal observations, self-reflections, and action and support plans.
- NOVA Academy ECHS partnered with UC Irvine to place UCI students as Accelerated Learning Interns (“ALIs”) at NOVA Academy ECHS. ALIs supported students during the regular instructional day, link, and after school labs. ALIs worked with NOVA Academy ECHS students in small groups as well as individually.
- First Annual Multi-cultural Festival was held and fourteen different ethnic cultures came to life for our students. The day culminated with dancers from Cambodia, and Brazil, and with drummers from Africa. Foods from many cultures were sampled by our students.
- Nova Academy successfully co-hosted the Middle College National Consortium National Student Leadership Conference attended by schools and held April 18th -22nd, 2012. Students from all over the country visited Santa Ana sites for activities focused on diversity.
- Students joined the MCNC’s on-line community where they planned and explored various themes and topics.
- We developed a system of cross observation peer review between our principal, Erin Craig, and two of our past principals. This afforded teachers multiple valuable feedbacks from three different administrators.
- NOVA Academy ECHS teachers engaged in professional development in the following areas:
 - Backwards planning
 - Benchmark analysis and action plans
 - Overall performance, standard, bubble students, distracter question
 - The lesson cycle
 - NOVA Academy ECHS signature practices
 - Formative checks for understanding
 - Family student support methods
- MCNC Winter Conference was attended by three members of NOVA Academy ECHS’s administrative staff. We made a presentation on NOVA Academy ECHS’s accomplishments.
- NOVA Academy ECHS and ~~Olive Crest~~NOVA Academy ECHS at Coachella, also operated by NOVA Academy, began teacher training collaborations.
- The Charter School met 6 of 6 AYP criteria.

2010-2011

- NOVA Academy ECHS implements Honor Society and sets policy and membership requirements.

- Senior Breakfast to honor seniors for academic achievement, community service, and citizenship.
- Graduation June 10th of students who successfully completed all requirements of state of California and Santa Ana Unified School District.
- Professional Development of "Motivating Students" September 29th.
- Career Day. October 14th.
- Successful completion and acceptance of five AP courses for UC and CSU a-g approval.
- New teachers successfully complete year two of BTSA.
- First Annual Art Show was held at Olive Crest's corporate offices and was so successful that patrons asked to purchase many of the works of art.
- The Charter School met 5 of 5 AYP criteria.

2009-2010

- Summer Advantage, a summer bridge program to help incoming 9th graders transition from middle to high school, was launched.
- The Charter School met 6 out of 6 AYP criteria.
- Data Director and schoolwide benchmark program launched.
- NOVA Academy ECHS was one of 60 schools in California to earn a Bronze Medal award from US News and World report.
- NOVA Academy ECHS awarded "Educator of the year" Award by OC Hispanic Chamber of Commerce.
- The PIMCO Foundation awarded NOVA Academy ECHS with its "Excellence Award"
- Implemented Gallup Student Survey to monitor student wellbeing, hope, and engagement.

2008-2009

- The Charter School met 6 out of 6 AYP criteria.
- NOVA Academy ECHS partnered with the PIMCO foundation to begin offering the "tools for tomorrow" financial literacy program to our students.

- First annual career day launched, showcasing career opportunities.
- First year with 100% graduation rate.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to NOVA Academy Early College High School and/or NOVA Academy ECHS and/or NOVA and/or the Charter School and/or the School shall apply with full force and effect to NOVA Academy, Inc., the California Nonprofit Public Benefit Corporation, and any and all references to NOVA Academy, Inc., the California Nonprofit Public Benefit Corporation, shall apply with full force and effect to NOVA Academy Early College High School, and for all purposes related to this Charter or the operations of NOVA Academy Early College High School, both NOVA Academy Early College High School and NOVA Academy, Inc., shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" through "G" admissions criteria may be considered to meet college entrance requirements.

- California Education Code Section 47605(b)(5)(A)

MISSION STATEMENT

NOVA Academy Early College High School readies students for lifelong success through an educational journey inspired by the power of family.

VISION STATEMENT

The vision of NOVA Academy Early College High School is to provide underrepresented students access to an academically rigorous, blended high school/college curriculum. To prepare students for the 21st century by offering advanced opportunities to gain the knowledge and skills needed to smoothly transition to higher education or with marketable skills.

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate – Target Student Population

NOVA Academy ECHS will specifically target at-risk and underserved students, many of whom are in the foster system, live in poverty, and first generation high school graduates. These pupils are generally lost in the current education system. Many of these youth are eager to succeed, however the transitional nature of their lives has caused them to consistently meet below-average expectations in school. As a result, they are at risk of personal and educational failure. NOVA Academy ECHS's goal is to create an environment that offers well-rounded educational opportunities and, at the same time, challenge all students to attain excellence. Students will reach their highest potential through a rigorous, stimulating curriculum delivered within a

nurturing, family like atmosphere. The program will meet each student's needs while attracting a wide range of individuals, thus providing each a broad cross-section of fellow schoolmates.

At the conclusion of the 2011-2012 school year, NOVA Academy ECHS was serving 357 at-risk and underserved youth (e.g. Foster Care, Family Preservation, Wrap Around, low income, English Learners, first-time college goers, and students who were in residential care groups.) NOVA Academy ECHS serves the families of Orange County, predominately those from Santa Ana, Garden Grove, Orange, and Anaheim. (See charts below detailing the demographics and residence of NOVA Academy ECHS students.) Many students are referred to the Charter School from Orange County Child Services, Orange County Juvenile Court, and Olive Crest Foster Care and Treatment Centers, Inc.

Beginning in the 2014-2015 school year, NOVA Academy ECHS will serve middle school students (grades 6-8), starting with the sixth grade, and adding one grade each school year. As an early college high school, the Charter School has determined that in order to best serve its students in the high school grades in accordance with its educational program, it must also serve students in the middle school grades to ensure that rising 9th grade students begin high school prepared for the high expectations of the early college program.

In partnership with Olive Crest, NOVA Academy ECHS's mission when it opened was to help foster children in group homes, who might benefit from smaller classroom environments, therapeutic programs and safety nets. ~~Olive Crest's fundamental mission back in 1973 was to help foster students and children on the streets, who were homeless, neglected, and abused. Olive Crest's first group home was started in collaboration with the Social Services Agency and was filled with orphaned and abused children. As Olive Crest grew, it continued to provide hundreds of children with safe harbors in homes with caring house parents and staff. In 2003 Olive Crest had over 36 group homes in the County of Orange.~~

In 2003 Orange County had the largest number of group home placements of children (670) in the history of the County. (See Exhibit 2 "Children in Foster Care by Placement Type In CA and Orange County 1998-2012.") As of April 2012 that number has reduced to 194 children in Orange County placed in group homes. The mission statement in the 2003 NOVA Academy charter (the original charter) outlines this desire to reach foster students and "at-risk" students.

Shortly after 2003, when the Charter School's Charter Petition was granted, there was a policy shift at the federal, state and local levels, leading our state to dramatically change the course of group home placements. It became a high priority of social workers to place fewer children in group homes and for a shorter length of stay. Orange County was one of leading counties that had driven the new mandates and laws regarding residential placement of foster children. With a reduction of residential group homes, soon many businesses that had provided this care were closing down, due to economies of scale. In addition, California did not pay group home providers any fee increases for over 11 years.

In looking at statewide Children in Probation Supervised Foster Care Placed in Group Homes (attached as Exhibit 3) together from 2003 to 2012, there has been a 68% reduction in group home placements, while total foster care placements fell by 30%. The disproportionately large drop in group home placements seems to have been the result of bringing fewer children into foster care; moving them to permanency instead through reunification, guardianship, and adoption more quickly; and placing fewer children in group homes and reducing their average

length of stay. Additionally, during the 2003 to 2012 period the number of foster children placed with relatives actually increased by 225 children (23%). With a 50% reduction in County-licensed foster family home placements, it appears that Orange County put a greater emphasis on finding and placing children with relatives, than it did on placing children in group homes. With the rapid shift in government policy, the Charter School had to similarly refine its mission over time in order to continue serving its target student population.

NOVA Academy ECHS opened its doors to nine (9) group home students in August of 2005, just when Orange County Child Welfare and Children's Probation Department goals shifted to have foster children in temporary placements with more programs being designed for wrap around and family preservation. The new federal, state and local goals were to maximize educational stability by helping more foster children to stay in their family of origin, and for families to receive services like wrap around, ~~a service that Olive Crest still provides today.~~

In 2003, AB 490 created the Educational Rights and Stability for Foster Youth Act. This legislation created a number of educational rights for foster youth. Its provisions charge school districts, county social service agencies and other professionals with additional responsibilities to enhance educational quality for foster youth. Educational stability was now a federal requirement with the goal of shortening the stays in the remaining group homes and providing families with a reunification process, guardianship and adoption.

The major provisions of AB 490 include the following:

Educational equity: Educational placements for foster youth must ensure that they have access to academic resources, services, enrichment and extracurricular activities available to all students. (Education Code Section 48850)

Basis for placement: In all instances, educational placement decisions for foster youth must be based on the best interests of the student and must ensure that the student is placed in the least restrictive educational program that can serve his or her needs. (Education Code Section 48853)

School of origin: If a foster youth's placement changes, the student has the right to remain in his or her school of origin for the duration of the school year. (Education Code 48853.5)

Preference for mainstream school: Foster youth must attend a regular education program unless: 1) the student has an individualized education program (IEP) requiring a different educational placement, or 2) the person with educational rights determines that it is in the student's best interest to attend a different educational program or to remain in the school of origin. (Education Code Section 48853)

Immediate enrollment: The student has the right to be immediately enrolled in the new school, even if the student is missing things that are usually required for enrollment (e.g., academic and medical records, immunization records, proof of residency, school uniform) or if he or she owes fees or materials to the prior school. (Education Code 48853.5)

Attached as Exhibits 4 and 5, please find supportive documentation from the Department of Social Services.

This was another ingredient to the changes that affected the enrollment of foster children living in group homes at NOVA Academy ECHS. As students changed foster homes, they were staying in their school of origin. Federal funds were provided to the state of California for transportation of students from a home placement to the school of origin, even it was outside of the new residential school or district area. The governmental goal, again, with the transportation funds was to ensure that foster children had fewer changes or instability in their educational settings.

Today, NOVA Academy ECHS continues to reach out to unrepresented students, foster and at-risk students in our community. ~~Because we have a partnership with Olive Crest,~~ NOVA Academy ECHS is able to work with the Orange County Department of Social Services and encourages group home children and foster placements throughout the County to attend the Charter School.

Despite the dramatic change in the group home and foster care landscape in Orange County over the last decade, NOVA Academy ECHS continues to be committed to those students who are in foster care and group homes, as well as those students who are part of programs which were designed to prevent children from entering the foster care and group home programs. These programs include family preservation, family wraparound, as well as children who face extreme need, but are not participating in programs. NOVA Academy ECHS continues to work through social services organizations including ~~Olive Crest,~~ and the Orange County Department of Social Services to promote enrollment of these targeted students. These organizations are made aware of the Charter School, its services and enrollment windows to give potential students every opportunity to enroll at the Charter School.

Additionally, NOVA Academy ECHS has, especially over the past three years, expanded offerings and services to parents and students to include providing students with clothing, families with food and other needs. NOVA Academy ECHS is committed to maintaining and expanding support for the neediest students as their needs continue to grow, and other social services organizations are less able to provide support.

The following chart demonstrates the student population of the Charter School, compared with the District, for 2011-12 (source: CDE DataQuest):

Demographic	Charter School %	SAUSD %
Black or African-American	.5%	.5%
American Indian or Alaska Native	0%	<.5%
Asian	3%	3%
Hispanic or Latino	92%	93%
Native Hawaiian or Pacific Islander	.5%	<.5%
White	4%	3%
Two or More Races	1%	<.5%
English Learners	89%	54%
Free or Reduced Price Lunch	88%	84%
Student with Disabilities	6%	10%

The following chart demonstrates where NOVA Academy ECHS students reside (2011-12 data):

City	Number	Percentage
Aliso Viejo	1	<1%

Anaheim	16	5%
Azuza	2	<1%
Brea	1	<1%
Corona	1	<1%
Costa Mesa	2	<1%
Fountain Valley	2	<1%
Fullerton	3	1%
Garden Grove	19	6%
Irvine	1	<1%
Orange	19	6%
Placentia	2	<1%
Riverside	8	2%
Santa Ana	263	77%

What it Means to be an Educated Person in the 21st Century

Given the circumstances and adversities that many of NOVA Academy ECHS's students have, and continue to encounter in their young lives, to be educated, for them, must include an array of skills and qualities that will propel them out of their experiences and current situations. As a result, to be an educated person in the 21st century includes many things deemed by most as basic, but which are critical indications of being well educated for the NOVA Academy ECHS student population. These include the following:

- Possessing greater skills for higher paying jobs/professions allowing them to make and manage their own money and support themselves and their families
- Self-aware yet possessing the ability to see beyond themselves and their circumstances to an enlarged vision of the world
- Effective communicators and determined problem solvers able to persist in the face of adversity
- Demonstrate a strong work ethic and self-motivation in school as well as a desire for physical fitness, healthy living, and mental well-being
- Possess leadership and decision making skills that support a spirit of collaboration and the confidence to function and successfully matriculate in a global society
- Possess an understanding of science, mathematics, and history to understand the state of world affairs, processes, and change agents. Furthermore, use this knowledge to take an active role in the betterment of their community and the world at large.
- Familiarity and appreciation for the arts and how they express and shape the human experience
- Lifelong learners who possess a love of learning and are skilled in the latest communication tools
- Possess an understanding and awareness of the cultural issues of their day, capable of making intelligent assessments and decisions based on facts and informed perceptions, and developing a sincere respect for others

NOVA Academy ECHS's educational philosophy acknowledges that learning is a continuous process that extends after school hours and into the greater community. It is a goal of NOVA Academy ECHS to enable students to become self-motivated, competent, lifelong learners.

How Learning Best Occurs

NOVA Academy ECHS believes that learning best occurs when the following practices are employed:

- The curriculum is focused on high expectations and rigorous preparation of every student for high school, college and the world of work
- Students are engaged in a college prep curriculum that is based on culturally relevant and culturally responsive strategies that incorporate the real life experiences of the students
- Individual Student Plans (“ISP”) are created for each student with the student’s input
- Acknowledgment and incorporation of the different learning modalities of each student and allow them to learn in their preferred style
- Students are encouraged to respect and be sensitive to the diversity, talents, and points of view of other members of their classroom community
- Students have a voice and are a part of the learning community rather than passive learners in an isolated situation
- Students receive intense personal attention so that each student feels valued and has access to the staff and the resources
- All students and parents/guardians have absolute access to information, and the Charter School works diligently to help parents understand their options
- Invite collaboration from all stakeholders
- Provide opportunities for and encourage parent/guardian involvement in their students’ educational experiences
- Students are in small-sized classes where the educational curriculum and the interaction are stimulating, and where motivating methodologies are used
- Grades and various other assessments are used for students to self-evaluate as well as for teachers’ use as a tool of measurement

Expected Schoolwide Learning Results (“ESLRs”)

As part of the application process for accreditation from the Western Association of Schools and Colleges (“WASC”), the certificated staff of NOVA Academy ECHS worked collaboratively with parents, students and the community to develop the Charter School’s ESLR’s/goals. Attached as Exhibit 6, please find the Charter School’s WASC Certificate of Accreditation and 2010 Site Visit Report.

These goals were developed with the California State Standards and the California Framework in mind. In compliance with the State’s shift to the Common Core State Standards (“CCSS”), the Charter School is beginning to implement CCSS assessments. NOVA Academy ECHS will comply with the requirement for full implementation of CCSS by 2014-2015. Prior to full implementation, the Charter School is adopting new assessments and new curriculum to bridge the shift in standards. All references in the charter to California State Standards will be references to CCSS. Classroom activities, projects and other instructional activities are consistent with the achievement of these goals. NOVA Academy ECHS students will be “EAGLES”.

Effective Communicators who:

- Develop effective communication skills in reading, writing, listening, and speaking
- Develop communication skills appropriate to the setting and the audience

Academic Achievers who:

- Achieve and demonstrate integrity and competence in their academics
- Are able to assess, interpret, and apply information gained through various media, including technology
- Are able to work independently and collaboratively

Graduates who:

- Are able to demonstrate respect for individual and cultural diversity
- Have successfully completed the requirements for their high school diploma as well as significant credits toward their AA degree
- Are able to envision and put into action the next step in their educational plan
- Are self-motivated, competent, lifelong learners

Lifelong Learners who:

- Take responsibility for their decisions and actions
- Develop and maintain physical health and emotional stability
- Plan for and work toward a meaningful career

Effective Problem Solvers who:

- Are able to seek out and accept assistance when needed
- Use positive coping skills when frustrated
- Are able to objectively evaluate problems and seek moral and ethical solutions

Socially Engaged Individuals who:

- Understand their responsibility to be active participants in their community
- Know and understand the values of our democratic society and the need for responsible citizenship
- Understand the need to be self-sufficient and the importance of empowering others to do the same

CURRICULUM AND INSTRUCTIONAL DESIGN

NOVA Academy ECHS strives to prepare students for success in postsecondary education or a vocation. Early College High Schools, like NOVA Academy ECHS, allow students to attend high school and also earn college credit. Curriculum is planned to meet the academic needs of the individual student, and modified as needed. Students experience an early exposure to the college experience while earning both high school credits and college units. Attached as Exhibit 7, please find the Charter School's current textbook inventory and the 2012-13 course offerings.

There are high expectations for academic performance for all students at NOVA Academy ECHS, and staff and students work together to reach the goals students set for themselves. It is

our goal at NOVA Academy ECHS to teach students to be active learners. By this we mean students engage thoughtfully with the course materials while the teacher is the facilitator who supports and guides the student's learning. As a system of checks and balances, NOVA Academy ECHS's teachers provide administrators with pacing guides, lesson outlines, and formative and summative assessments to demonstrate their incorporation of literacy goals into their classrooms and the use of writing to teach all course content. Students are engaged in examining instruction in Problem-Based/Problem-Centered writing where the student himself takes responsibility for self-managed learning.

Individualized planning allows students to create meaning in their learning. Applied practices and real life examples give relevance to the curriculum. The variety of assessments and projects give students the opportunity to demonstrate these strengths. Collaboration helps motivate students to work effectively with their peers. Activities ranging from acquiring knowledge to creating original pieces of work exemplify the importance of Bloom's taxonomy and reinforce previously learned concepts. The integration of technology is meant to prepare students for the future and to 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.

NOVA Academy ECHS provides small classrooms, individual attention and academically rigorous programs, facilitating students who may not succeed in a traditional middle or high school setting, to prepare for their future college or vocational goals. Students may begin their enrollment in college courses as early as the 9th grade.

It is during the first two years of high school at NOVA Academy ECHS that students learn the tools necessary to carry them through the next few rigorous years. In the 11th and 12th grades, NOVA Academy ECHS staff and students work together to create academic plans that meet the collegiate or vocational needs of the students.

All students at NOVA Academy ECHS are responsible for their education and each student has an Individual Student Plan. Attached as Exhibit 8, please find a sample ISP. The student's ISP is a form that assists students in keeping track of vital information about their unique plan for high school, including their college courses. The ISP also serves as the students' roadmap, detailing their college and career pursuits. Students are asked to record the information, including dates and significant facts, each time an item is completed. Both the high school and the college counselors, along with the student check regularly to insure that it is up to date. The ISP includes:

- Record of completion of high school A-G graduation requirements:
- Record of courses completed toward Associate of Arts degree:
- Examination results
- Career Goals/Interest
- Possible Prospective Colleges (each student is encouraged to have at least three choices) including dates of applications and acceptance letters, and final decisions.
- Scholarship Applications
- Extracurricular Activities/Student Government
- Community Service
- Employment Record

NOVA Academy ECHS continues to adhere to the early college middle/high school mission and model by engaging students who are academically prepared, in college and high school courses simultaneously. Over the last few years the ECHS model has changed nationally, as community colleges have become more impacted, the availability of classes for high school students has been curtailed. NOVA Academy ECHS continues its commitment helping students experience college classes while at high school, and to better prepare them for post graduate life. During the 2012-13 school year, it is expected that over 100 students will attend college classes while attending NOVA Academy ECHS. To address this issue, NOVA Academy ECHS has increased the quantity and diversity of Advanced Placement and online college courses being offered onsite. Moreover, NOVA Academy ECHS continues to pursue partnerships with local colleges and universities.

Other Key Principles and Practices Integrated into the Design of the Educational Program at NOVA Academy Early College High School are:

- Demand high expectations and standards for students with regard to academics (i.e. local and state standards, pass college courses, pass high school exit exam, admission to college).
- Establish and publicize high expectations and standards for students as related to written and oral communication.
- Clear student behavior standards during classes and on, as well as, off campus.
- Readings are assigned and projects designed that connect students' identities
- Collaborative, student-centered, project-based, interdisciplinary curricula are implemented.
- Projects and assessments ask students to make meaning of knowledge, apply it and create or construct new knowledge.
- Career oriented classes and the internship component currently being developed help students build their own bridges between school and the world of work.
- Community service promotes future volunteerism and is a requirement for graduation from NOVA Academy ECHS.
- Students are comfortable using technology and a variety of media to gather information and present their learning.
- Class time is lengthened to 85 minutes to allow for in depth, sustained learning.

NOVA Academy ECHS's course of study shall meet current and future District and State Standards for each content area including English/Language Arts, English Language Development, Mathematics, Science, History/Social Science, and Visual and Performing Arts.

NOVA Academy ECHS will share its expertise, experience, best practices, contacts, and other resources with any district interested in the NOVA Academy ECHS instructional practices.

Instructional Minutes and Calendar

The instructional minutes required for grades six through eight is 54,000, and 64,800 for grades nine through twelve, including actual passing time between classes, not to exceed 10 minutes for any one passing. Due to State budget cuts, the required number of instructional minutes has been decreased to 52,457 for grades 6-8 and 62,949 for grades 9-12 for the years 2013-14 and 2014-

15. NOVA Academy ECHS will offer at least the required minimum number of instructional minutes. NOVA Academy ECHS will offer at least the minimum number of instructional days required for charter schools.

NOVA Academy ECHS's calendar and bell schedule are attached as Exhibit 9. Each year NOVA Academy ECHS will submit its annual calendar and daily schedule to Santa Ana Unified School District.

Independent Study

Independent study is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written master agreement and under the supervision of credentialed teachers. Students continue to follow the Charter School-adopted curriculum and graduation requirements; independent study offers flexibility to meet individual student needs, interests, and styles of learning. The independent study program at NOVA Academy ECHS follows the guidelines set forth in the Education Code:

- *Charter schools shall comply with Education Code Section 47612.5 and Education Code Section 51745, et seq. to meet independent study requirements*
- *Independent study is only available as a voluntary option chosen by students and parents—students cannot be assigned to independent study.*
- *Independent study can be used on a short-term or long-term basis, and on a full-time basis or in conjunction with courses taken in a classroom setting. Classroom-based students may take some classes using independent study—often to solve scheduling problems.*
- *State law provides that the education students receive using independent study should be at least equal in quality and quantity to that offered in the classroom.*
- *For kindergarten through grade twelve, the ratio of independent study students to independent study teachers cannot exceed 25:1 or the ratio of classroom-based students to classroom-based teachers, calculated in terms of average daily attendance (ADA) in the largest unified school district in the county, whichever is larger.*

Family

One major component of the Early College High School model is providing an opportunity for students to experience a sense of belonging with classmates. NOVA Academy ECHS accomplishes this by utilizing a block of time during the school day to bring the students together in their respective grade levels to meet as a Family unit. Students are assigned to a Family upon enrollment, and progress with their Family throughout their time at the Charter School. Family is a time when teachers provide students with strategies directed toward being successful in school, as well as in life, which is also an aim of our ESLRs. The success of our students at NOVA Academy ECHS requires us to provide them with the skills to address and solve real, persistent, and challenging problems that the students must face. During this time, each Family teacher guides the students as they attempt to grow and thrive in the face of these difficulties. Family typically follows the weekly schedule below:

- Monday: Student grade check
- Tuesday: Journaling and discussion
- Wednesday: TRIBES community circle
- Friday: College pathways

Extended Learning Time

Students are given the opportunity to have before and after school assistance in order to provide support and understanding of concepts presented in their core classes. Teachers are available before and after school in order to tutor students who are having a challenging time with various concepts. Their extended learning time activities include:

- Learning to make use of academic skills centers at colleges
- Targeted intervention opportunities for students not meeting the standards both before and after school
- Tutoring in all math and English levels during class time and after school

Access to Technology

Access to Technology includes:

- Use of math and English software that are diagnostic tools and supplements to our standards-based math and English texts
- Individual support to targeted students using computerized tutorials that diagnose, provide support, and track progress
- Scientific calculators are progressively integrated into math instruction
- Two complete Dell computer labs to expand opportunities in all academic classes
- Incorporation of web-based programs which academically low-achieving students can access from home, public libraries or after school programs to obtain assistance with academic classes, CAHSEE preparation, and Independent Study.
- Access to computers if technology support is needed for a school project.

Accelerated Learning Interns

A partnership was formed with year with the UC Irvine Department of Psychology to recruit UC students taking upper division psychology classes in need of completing a field study project. These UC Irvine students are interviewed, fingerprinted, and trained to serve as Accelerated Learning Interns ("ALIs"). The ALIs' individual academic strengths were noted and ALIs were placed in Charter School classes to serve as support for NOVA Academy ECHS students' needs as additional, personalized support. ALIs serve as individual tutors, mentors, and support for students in need of additional academic, organizational, and social support.

The following items are attached to the charter as Exhibits (corresponding numbers as listed): sample student portfolios (Exhibit 10); inventory of technology equipment and description of use (Exhibit 11); completed ISPs (Exhibit 12); Summer Blast and Summer Advantage materials (Exhibit 13); a syllabus/pacing plans, lesson plans, non-standardized assessments, summative

standardized assessments, and rubrics for all core courses (Exhibit 14); and strategies aimed at increasing student achievement (benchmarks and analyses) (Exhibit 15).

MIDDLE SCHOOL PROGRAM

As stated above, as an early college high school, the Charter School has determined that in order to best serve its students in the high school grades in accordance with its educational program, it must also serve students in the middle school grades to ensure that rising 9th grade students begin high school prepared for the high expectations of the early college program. NOVA Academy plans to open the middle school by enrolling incoming 6th graders, and adding an additional grade each of the subsequent 2 years until the school has an enrollment of 6th, 7th, and 8th graders.

Middle School Planning

NOVA Academy continues to backwards plan the middle school program through the lenses of curriculum and instruction, staffing and professional development, enrollment, and operations to ensure a smooth roll out in 2014-15.

Curriculum and Instruction

When	What	Who
Feb 2013	Charter middle school visits	Leadership
March – June 2013	10 Lead teachers develop vertically aligned CCSS curriculum	Lead Teachers
Sept 2013	Complete middle school CCSS curriculum	Lead Teachers
Sept – Nov 2013	Create Summer Blast curriculum	Teachers
Jan – May 2014	Refine CCSS middle school curriculum	Teachers and Admin
June 2014	Summer Blast instruction begins	Teachers
Aug 2014	6 th grade middle schools with CCSS curriculum	All

Staffing and Professional Development

When	What	Who
Dec – May 2013	CCSS for ELA/Math for high school PD	OC Dept of Ed
Summer 2013	Middle school principal search	Leadership
Aug 2013	Identify middle school teacher needs	Leadership
Sept – Dec 2013	High school and middle school CCSS vertical alignment PDs	Teachers and Leadership
Dec 2013	Identify and fill principal position	Leadership
Jan 2014	Middle school principal starts working with High school principal	Principal
April 2014	Middle school teachers hired	Leadership
May 2014	CCSS Teacher week intensive program	Teachers and Leadership
May 2014	Middle school teachers participate in orientation and shadow days	MS Teachers
June 2014	Middle school teachers start with Summer Blast	MS Teachers

Aug 2014	NOVA Academy professional development retreat	MS and HS Teachers
Aug 2014 – May 2015	Ongoing CCSS and academic discourse PDs	MS and HS Teachers

Enrollment

When	What	Who
Dec 2013	Begin middle school outreach	MS Principal
Jan – March 2014	Community open houses	All Stakeholders
April 2014	Enrollment is completed	Staff
June 2014	Summer Blast starts	Students and Teachers
Aug 2014	School starts	All
Jan 2015	Community open houses for 15-16	All

Operations

When	What	Who
Dec 2013	Order curriculum, books, interactive content, and support materials	Leadership
March 2014	School layout and classroom layout complete	Leadership
April 2014	Classroom fixtures and furniture ordered	Leadership
April 2014	Master and bell schedules complete	MS Principal
May 2014	Handbook, policies, and procedures complete	MS Principal
July 2014	All classrooms ready	All

Middle School Academic Program

The three main components of the middle school program, explained below, include: backwards planning and data-driven instruction; nurturing, family-like environment, and constructivism and problem-based learning.

A. Backwards planning and data-driven instruction

There are three steps to this process:

1. Identify desired results: Starting with the Common Core State Standards and the goals of our learning community, teachers will determine a three-tiered hierarchical set of learning expectations:
 - a. Information and skills;
 - b. Knowledge; and
 - c. Enduring skills
2. Determine acceptable evidence: Teachers will select multiple forms of assessments (formative and summative) that can be used to provide evidence that objectives have been achieved throughout the unit of study. These include: publishers' end-of-unit curriculum tests, informal checks, observation/dialogue, standards based quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3. **Data-Driven Instruction:** Through multiple and varied assessments, faculty, along with the Principal, will review and assess their own instructional efficacy and develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. Data will be collected through the implementation of a robust set of diagnostic and benchmark assessments that complement the state standardized test data (~~CST~~California Assessment of Student Performance and Progress ("CAASPP"), CELDT, etc.)

Data to analyze: Academic, behavioral, discipline, demographic

B. Nurturing, family-like environment

In alignment with our overarching goals and the Early College vision, a major component of our educational model is providing an opportunity for students to experience a sense of belonging with classmates. We accomplish this by utilizing a block of time during the school day to bring the students together in their respective grade levels to meet as a Family unit. Students are assigned to a Family upon enrollment, and progress with their Family throughout their time at the Charter School. Family is a time when teachers provide students with strategies directed toward being successful in school, as well as in life, which is also an aim of our ESLRs. The success of our students requires us to provide them with the skills to address and solve real, persistent, and challenging problems that the students must face. During this time, each Family teacher guides the students as they attempt to grow and thrive in the face of these difficulties.

C. Constructivism and Problem-based learning

We believe that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students' lives and the diverse experiences they bring with them to school. In alignment with Early College principals, students engage and interact with their environment and world. The notions that there exists a fixed world that the learner must come to know, and that students are "empty vessels to fill" with knowledge, are inconsistent with what we now know about how learning actually occurs.

Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective. If what students already know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.

The *means* by which students master the Common Core State Standards, and learn *how to learn*, however, are based largely on constructivist learning theory and standards based instruction. Constructivism provides the guiding principles for lessons, whether they are in the format of direct instruction or problem-based learning.

Constructivism calls for the learning experience to be differentiated, beginning with each learner's level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each

individual student to ensure that each and every student meets our high expectations for standards mastery.

1. Seek and Value the Students' Point of View.

Rather than presenting the same material to all students simultaneously without regard to students' individual perspectives on the material, in constructivist classrooms, teachers start by asking about students' understanding of concepts in order to identify misconceptions, assess understanding relative to the grade level standards for the topic at hand, and to challenge students' thinking.

2. Challenge Students' Suppositions.

All students – indeed, all humans – approach each experience with a history of life experience that leads them to presume certain truths about how the world works. The task of the teacher is to support or contravene these suppositions as students master subject matter content. Teachers encourage students' autonomy and initiative to explore, investigate, hypothesize, correct, adjust, reflect, and assess all while taking responsibility for their own learning.

3. Pose Complex Problems That Are Relevant and Encompass Skills and Concepts in the Standards.

Relevance, meaning, and interest are not automatically embedded within subject areas or topics. Relevance emerges from the learner. So while all students in California seek to master the same content, constructivist teachers, acknowledging the central role of the learner, structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills.

4. Build units of study around “big ideas” and interrelated concepts across curricular areas.

Rather than study isolated, disconnected topics with no real-world application or contextual relationship between discrete standards, our teachers will ensure that students see the ways in which different lessons relate and apply to other areas and “real life.” Learning is not about memorizing isolated facts or skills necessary to pass tests, but rather, mastering facts and skills so that this learning can be applied to new and different contexts and gain understanding of how the parts relate to the wholes. Teachers will ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning.

5. Assess student mastery in the context of daily instruction. School time will not be spent on distinct activities of learning and assessing, but rather, assessment will be embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

Common Core State Standards Implementation and Curriculum.

NOVA Academy ECHS is currently working with the Orange County Department of Education in realigning and restructuring pacing guides and vertically aligning all 9-12th English and Math curriculum for the high school to begin implementation in 2013-2014. Moreover, our English

and Math teachers have taken on a middle school grade and content to create and align with the Common Core State Standards. This process will be complete by May 2013.

Sample Problem-Based Learning Experience

8th grade: The NOVA Academy ECHS Middle School Cookbook

This cookbook brings together English and Science, two subjects that sometimes make for a challenging collaboration. Students write memoirs inspired by a treasured family recipe and explore the ways in which food can have cultural and emotional significance. While the eighth grade students study the molecular composition of nutrients and minerals in science, students study the elements of the memoir in English. Together, we will publish a cookbook of food-inspired memoirs, accompanied by chemical analyses of the recipes' nutritional content. To celebrate the cookbook's publication, students and teachers will organize a food fair. Each student will bring in the dish they wrote about in their memoir, and they invite many of the family members featured in their stories.

8 th Grade Common Core State Standards	
English	Science
WRITING 3.0 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	8th GRADE SCIENCE 6.0 (current standards) Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept: a. Students know that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms. b. Students know that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. c. Students know that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbo-hydrates, fats, proteins, and DNA.
WRITING 4.0	COMMON CORE LITERACY IN

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SCIENCE AND TECHNICAL SUBJECTS 10.0 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently
--	--

Summer Blast

Beginning in the summer of 2014 and continuing in subsequent years, incoming sixth grade students will participate in a transitional program called Summer Blast. The program is designed to ease the transition from elementary school to middle school. Summer Blast's curriculum and activities will parallel the Summer Advantage program. The Summer Blast program will address the English, Math, and social/emotional needs of students. Attached as Exhibit 13, please find sample curricula, lesson plans, and activity schedules for Summer Blast.

Middle school course sequence

COURSES	Grade 6	Grade 7	Grade 8
English Language Arts	Reading Writing Literature	Reading Writing Literature	Reading Writing Literature
Mathematics	Math 6	Math 7/Algebra I	Algebra I/Geometry
Science	Earth Science	Life Science	Physical Science
History & Social Science	World History/Ancient Times	World History/Medieval Times	US History/Geography
Physical Education	PE	PE	PE
Academic Electives	Visual/Performing Arts Technology Math/Reading support	Visual/Performing Arts Technology Math/Reading support Foreign Language	Visual/Performing Arts Technology Math/Reading support Foreign Language
Family	6 th grade family	7 th grade family	8 th grade family

Interventions and Supports

Middle school students will take part in the LINK program two days a week. LINK is a 30-minute block at the end of the day where students are linked with teachers for additional instructional support to best prepare middle school students to transition to the Early College High School model. LINK is a key component of the Early College model and a critical resource for students to get additional help. Students who need additional support in any subject will participate in an extended day program where students receive additional help from teachers in the areas of most need. Extended day can also be used to fill knowledge gaps to bring students up to grade level and then increase Early College preparedness.

Intersection with our High School

Middle school students do not interact with the high school students on a daily basis. The middle and high schools will have staggered start and end times each day with the middle school starting

25 minutes after the high school each morning. This will also be true for lunch times. Students will have opportunities to interact through structured collaboration, peer mentoring, and events. This peer mentoring will focus on building relationships between high school and middle school students, creating buy-in to the Early College path and culture, and simply authentic mentors.

Middle School Schedules

Students will be enrolled in six courses each semester. On Mondays through Thursdays, those courses will be taught in two-hour blocks (each course is taken twice during those four days), and on Fridays, they will be taught in one-hour periods.

Typical Block Schedule		Typical Friday Schedule	
Block 1	8:15 – 10:15	Period 1	8:15 – 9:15
Block 2	10:20 – 12:20	Period 2	9:20 – 10:20
Lunch	12:20 – 12:50	Period 3	10:25 – 11:25
Family	12:50 – 1:20	Period 4	11:30 – 12:30
Block 3	1:25 – 3:25	Lunch	12:30 – 1:00
LINK	3:30 – 4:00	Family	1:00 – 1:30
Extended Day	4:00 – 4:30	Period 5	1:30 – 2:30
		Period 6	2:30 – 3:30

Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	Block 2	Block 1	Block 2	Period 1
Block 3	Block 4	Block 3	Block 4	Period 2
Family	Family	Family	Family	Period 3
Lunch	Lunch	Lunch	Lunch	Period 4
Block 5	Block 6	Block 5	Block 6	Family
	Link	Link		Link
				Period 5
				Period 6

Middle School Subjects CSTCAASPP Tested

6 th Grade	7 th Grade	8 th Grade
English Language Arts	English Language Arts	English Language Arts
General 6 th Math	General 7 th Math or Algebra 1	General 8 th Math Or Algebra 1
	Writing (March)	Science
	Physical Fitness Test (non CSTCAASPP)	Social Studies

Development of Middle School Program (Progress Updates)

As NOVA Academy ECHS will not be serving middle school students until the second year of its renewal term, it will communicate regularly, quarterly (or as otherwise agreed upon by the Charter School and the District), with the District about the Charter School's actual development of the middle school program. This communication shall include, but is not limited to, NOVA Academy ECHS's development of curriculum and the provision of samples of program materials, rubrics and assessment materials to be used in the middle school grades.

HIGH SCHOOL PROGRAM

Preparation for College

NOVA Academy Early College High School is educating parents and students on how to navigate a roadmap to college. This is initiated during Parent and Student Orientations and continues throughout the students' high school career. The Fall and Spring Parent Summits and our College Pathways series offer an array of college related topics throughout the school year. NOVA Academy Early College High School consistently offers opportunities for our students and their families to increase their knowledge regarding the transferability of high school courses and the eligibility of courses to meet college entrance requirements. Our students take courses that have been approved to meet college entrance requirements of the University of California ("UC") and California State University ("CSU"). Students and parents are given a Course Sample Individual Student Plan with a customizable roadmap to college, which outlines high school classes NOVA Academy Early College High School students are expected to take each year from 9th through 12th grade. Attached as Exhibit 8, please find a sample ISP. Students are presented with the opportunity to take college courses, through a college, each semester. These courses are typically transferable to a UC or CSU and acceptable for credit. Furthermore, parents are educated on the A-G requirements, GPA goals, and the types of colleges and universities in the State.

Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements

The Charter School notifies parents of the transferability of courses to other public high schools through: the Student and Parent Handbook (distributed annually at the beginning of each school year); and an in-person exit interview. The Charter School notifies parents of the eligibility of courses to meet UC/CSU college entrance requirements through the Student and Parent Handbook (distributed annually at the beginning of each school year). The Student and Parent Handbook is attached as Exhibit 16.

Common Core State Standards

NOVA Academy ECHS plans to roll out the Common Core State Standards at the start of the 2013-2014 academic year. To ensure a rigorous and aligned CCSS implementation plan, NOVA has outlined clear steps for the upcoming months for both English language arts and math.

When	What	Who
Dec 2012	CCSS Introduction PDs	OC Dept of Ed
Jan 2013	Smarter Balanced Assessment PD	OC Dept of Ed
Jan – Feb 2013	Knowledge level vs. Cognitive domain PDs	Teachers and Principal
March 2013	Analysis of current pacing guides and standards	Teachers and

	using the tri-state rubric	Principal
March 2013	Digging deeper into CCSS PDs	OC Dept of Ed/Principal
April – June 2013	Creation of CCSS pacing guides and syllabi	Teachers
April – Aug 2013	Creation of CCSS lessons and benchmarks	Teachers
Aug – Dec 2013	CCSS implementation, reflection, revision PDs	Teachers and Principal
Jan 2014	CCSS Teacher semester one implementation debrief and action plan	Teachers and Principal
Jan – May 2014	CCSS semester two implementation	Teachers
May 2014	CCSS year one debrief, reflection, and action plans	Teachers and Principal
May – Aug 2014	CCSS Lesson updates, modifications, and additions	Teachers

CAHSEE Preparation

CAHSEE preparation begins in March of students' ninth grade year at NOVA Academy ECHS. Students take a Mock CAHSEE to determine areas of strength and growth and assess if a CAHSEE Preparation course is necessary during their 10th grade year. The CAHSEE prep courses are structured so students have access to two CAHSEE prep teachers specializing in English and Math to best meet their individual needs. The CAHSEE prep course creates a personalized instructional program to assess students' current skill level per strand and fill in knowledge gaps. Students also prepare for the CAHSEE by participating in a CAHSEE Boot camp covering test-taking strategies, time-management, and any knowledge gaps.

College Pathways

The College Pathways series is integrated into Family programming throughout the academic year for high school students. This series focuses on college related themes and educates our students in the various aspects in preparing for the college admissions process. Grade specific monthly calendars and checklists outline the various activities in which college minded students need to be engaged. Individual student plans (see Exhibit 8) are reviewed and updated quarterly highlighting each student's individual road map to college. Themes covered include writing effective essays, grants, loans, finding scholarships and virtual college tours to name a few. NOVA offers the opportunity to tour local universities and colleges along with visits to local college fairs several times throughout the academic year. Additionally, the College Pathways series extends into summer for students transitioning into their senior year, who meet the minimum criteria to apply to a four year state university directly from high school.

Summer Advantage

Summer advantage is a three-week program for all incoming 9th graders, and continuing 8th graders from the NOVA middle school. Incoming 9th graders who enroll at NOVA Academy before the summer receive Summer Advantage enrollment information in their home language, and the student is enrolled in the Summer Advantage program. Enrollment materials are printed in English and Spanish, and other linguistic needs are handled on a case-by-case basis as needed.

Summer Advantage consists of English and math curriculum as well as team building and acclimation to the Charter School's Early College culture. Students have the opportunity to build relationships with all NOVA Academy ECHS stakeholders and learn the ins and outs of the Charter School so when the school year starts, students are ready for the first day of school. Finally, students participate in the creation of a cross curricular culminating project to be presented on the last day of Summer Advantage coupled with a celebration.

Graduation

Graduation is central to the accomplishments of every NOVA Academy ECHS student, and our goal is to shape and design a curriculum which allows students to achieve that end. See Exhibit 17 for detail of NOVA Academy ECHS graduation requirements, and University of California and California State University admission requirements.

Senior Exit Portfolio

The NOVA Academy Early College High School Senior Exit Portfolio is an additional requirement for NOVA Academy ECHS students. The Senior Exit Portfolio is a student-selected collection of work which represents his/her educational journey and includes reflections and achievements in academic studies, personal growth, and extracurricular activities. Furthermore, students are required to present and defend the work submitted in their portfolios to a review team made up of community leaders. As the student completes his/her high school years and continues towards future goals, this portfolio provides an authentic assessment tool for the student to evaluate his/her learning, for the staff to review programs/projects from the student's perspective, and for the school community to witness the demonstration of the ESLRs. Exhibit 18 provides greater detail about the Senior Exit Portfolio and Exit Interview, sample exit interview questions, and information on how to complete this collection of work.

In order to graduate, NOVA Academy ECHS students will meet Charter School graduation requirements and Santa Ana Unified School District academic standards. Students will graduate with a NOVA Academy ECHS diploma in addition to any other credential, diploma, or recognition NOVA Academy ECHS may choose to award its graduates.

Internships

NOVA Academy ECHS is developing its Internship Program. Research has shown that students who are involved in internships do much better in challenging high school and college courses. This may be because these activities add relevance to the educational experience, involve close relationships with helpful adults, and help students to see themselves in their desired positions in the future.

Internships also allow students to plan for the future. This focus on the future assists them with the development of their long term educational plans. Internships also add an important connection to the community. At NOVA Academy ECHS, as in many other early college high schools around the country, students use the Individual Student Plan to map out their educational plans. When students take responsibility for their own education, it allows them to develop a sense of ownership. As students and teachers and counselors work together, the Charter School develops a culture where all students are known and valued.

PROFESSIONAL DEVELOPMENT

Teachers attend various relevant conferences and professional development seminars designed to help them develop lessons that are beneficial to student learning. They attend professional development workshops hosted by the Orange County Department of Education, the Middle College National Consortium (specifically geared to Early College High School teachers), and various other agencies which are designed to help our teachers to learn research-based best practices in their teaching. Teachers additionally receive weekly professional development which gives them the understanding of best practices and sensitivity to serve our particular population. Furthermore, they attend workshops that teach the use of culturally relevant and culturally responsive practices and strategies which help teachers to make connections to the lives of their students using their prior knowledge. Our focus is for teachers in all subject areas to concentrate on reading and writing across the curriculum as they make the content come alive.

Professional development is provided by designated staff persons or experts who model the process of examining samples of student work to ensure students are mastering course content.

Professional development topics include:

- Annual, quarterly, and monthly goal setting with action plans
- Benchmark backwards planning
- Differentiation
- Understanding and teaching students with disabilities
- Motivating all students for excellence
- Checking for understanding
- NOVA signature practices
- Students standard trackers
- Exit slips
- Writing across the curriculum
- Rotational learning

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Attached as Exhibit 29, please find the Charter School's Board-approved Local Control and Accountability Plan, which includes its annual goals and actions in the State Priorities.

Formatted: Font: Bold, Font color: Black, All caps, Border: : (No border)

Formatted: Not Small caps, All caps

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The High School Counselor and the Family teacher work to assure that each student has the tools and support necessary to achieve his/her goals. In addition to reviewing the student's Individual Student Plan, disaggregated data pertaining to that student is evaluated and a plan of action is set forth.

Academically low achieving students are identified using various forms of data. Results of the state-standardized test scores are reviewed from the **STARCAASPP**, CELDT, and CAHSEE tests. Other methods of identification are: teacher referral, failure to complete class work and/or homework assignments, poor grades on progress reports and/or report cards, and poor study

habits. NOVA Academy ECHS students may also be identified because of severe difficulties in their homes which produce an atmosphere that is not conducive to studying.

Students are provided with an academic planner/calendar book. The students are instructed to write down their assignments and important information regarding the assignments and place them at the upper corner of their desks. Teachers pass through the classroom checking to see that students have completed this task. Parents or guardians are asked to check to see that the assignments are completed and initial the planners each day.

Students who are achieving below a 2.0 grade point average are on an Academic Probation or Improvement Plan and are assigned to our After School Intervention program which operates three day per week. Students meet with their classroom teachers and academic learning interns to receive assistance in the classes where they are having difficulty. They circulate weekly progress reports that provide vital information on their progress as well as giving teachers information for the planning of instructional strategies to meet their needs.

Prior to excluding a student for academic underperformance, NOVA Academy ECHS shall take reasonable actions to intervene on behalf of the student and hereby affirms that the Charter School will comply with student due process rights prior to removing a student from NOVA Academy ECHS. NOVA Academy ECHS will use an Academic Probation Program to raise the performance of the student, which shall include commitments on the part of the Charter School, as well as the family or guardian of the student. (See Exhibit 16 for a description of due process afforded to academically underperforming students, which occurs over the course of at least one school year, included in the Student and Parent Handbook.)

Academic Probation provides that no student may be excluded for academic underperformance prior to the completion of one full semester during which the Academic Probation Program is implemented in good faith. The Academic Probation Program shall be provided at no cost to the student.

English Language Strategies to Improve Achievement

Our aim is to ensure that each student is able to apply his/her language skills in all areas so he/she can achieve his/her academic goals. The population of NOVA Academy ECHS is 93% Hispanic, so the attainment of proficiency and comfort with the use of the English language is critical. Literacy across the curriculum means that specific strategies in English are used in every classroom. We use standards-aligned instructional materials and strategies such as:

- Supplemental appropriate leveled books that are standards based to provide differential instruction
- Standardized testing intervention program materials.
- Sustained Silent Reading Program using standards based materials.
- Library with a wide range of books and reading levels
- Continuous evaluation of students' reading with state textbooks and other standards-based reading materials.
- Differential instruction based on students' needs in each content area with a schoolwide focus on Writing across the Curriculum.

Mathematics Strategies to Improve Student Achievement

NOVA Academy ECHS math teachers use standards-based assessments and materials to instruct our students. Additionally, teachers incorporate benchmarks for mathematics into their instruction so that their pacing of the lessons and skills taught are in line with the state tests and the students' needs. Students receive extensive tutoring if necessary so that they can develop the skills needed to help them to become proficient in mathematics. Teachers work to create strategies to best meet the needs of individual students and to span the standards taught for each student's grade/math levels:

- Students are placed in math classes based on multiple measures including grades, ~~California Standardized Test ("CST")~~ CAASPP data, college placement test data, and teacher recommendation.
- Teachers will use benchmarks in the planning of their lesson to differentiate instruction and to re-teach as necessary.
- Professional development regarding connecting class content with standards and identifying standards daily in relevant terms and reference standard being taught
- Improve math instruction by developing teachers' capacity to provide differentiated instruction for diverse learners through intensive professional development.
- Supplemental math materials that are standards-based to provide differentiated instruction
- Teachers collaborate and use planning time to analyze student work and develop specific lessons tailored to the needs of low achieving students
- Regular analysis of samples of student work to ensure that students are mastering content standards for their math level
- Teachers will focus on conceptual as well as procedural knowledge as a means of further scaffolding math content standards. This works well for English Learners.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

NOVA Academy ECHS provides for the needs of its students who are academically high achieving in a variety of ways. The classroom teacher delivers instruction that provides appropriate levels of challenge for our advanced learners. The teacher is charged with doing a balancing act as he/she differentiates instruction to provide for qualitatively different depth and pace for the advanced learner, while at the same time providing appropriate lessons for all students.

Academically high achieving students are identified using various forms of data. Results of the state-standardized test scores are reviewed from the STARCAASPP and CAHSEE tests. Other methods of identification are: teacher referral, high grades on progress reports and/or report cards.

Teachers use a variety of strategies, always insuring that academic standards are met. Students are involved in independent projects that allow academically high-achieving students to go above and beyond while exploring a project that meets their special interest. The teacher acts as a facilitator, thereby allowing the student to discover information and become experts in their own right. Teachers also make use of Bloom's Taxonomy, encouraging the advanced learner to focus in the levels of Analysis, Synthesis, and Evaluation. Teachers make an effort to identify the intelligences of each child by incorporating the Theory of Multiple Intelligences into their

lessons. This further allows students to advance and achieve at the highest levels based on their own areas of intelligence.

In addition to these and other strategies in the classroom, advanced learners are engaged taking college classes. They are highly successful in their college classes, partially because these classes offer them a greater challenge, which gives them a sense of confidence and pride. It also gives them a sense of belonging to a college culture which assists and propels them toward planning for their short and long-term educational and life goals.

Advanced placement ("AP") classes are another opportunity for high achieving students to earn college credit and to challenge themselves academically. Students who enroll in AP classes are encouraged to take AP tests in those subjects with the potential to earn college credits with a passing score.

The summer college pathways programs open to all college eligible incoming 12th graders includes SAT/ACT prep, and college/university admission and enrollment support. Students write personal statements, research colleges and universities, and receive counseling and support on which colleges to apply to.

PLAN FOR ENGLISH LEARNERS

The Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learners

The programs materials and strategies to be developed, implemented, and administered may include:

- English Learners who have less than adequate development will receive daily designated instruction in English Language Development and/or Critical Reading courses.
- English Learners who have reasonable fluency in English (designated Intermediate) will receive daily instruction based on their language proficiency needs and grade level instruction in the core content areas.
- Supplemental materials will be used to provide supplemental services to EL students and for their intervention programs.
- Bilingual teachers will develop interventions for ELs who are not making adequate progress on the benchmarks.
- NOVA Academy ECHS will provide on-going professional development in the area of ELD instruction.
- The ELD teacher will work with the principal and other teachers to visit the EL student in their various classes The EL student shall be given instruction in conversational English and in academic language
- All of the teachers at NOVA Academy ECHS shall have had Specially Designed Academic Instruction in English ("SDAIE") strategies incorporated into their teacher training program.

- Teachers will coordinate EL testing and provide input on student placement within the curriculum.
- Principal and ELD teacher visit classrooms to monitor ELD instruction and to ensure that the academic needs of the targeted students are met.
- Academic achievement in the core subjects will be achieved through primary language support whenever necessary and possible.

Promoting parental and community participation in EL programs will be accomplished through the following:

- Parents will be informed of how the program will specifically help their student learn English taught by qualified teachers who are providing research based instruction.
- Parents will be encouraged to be involved in the academic achievement of their student through written and oral communications which have been translated into the Spanish language Translation into other languages can be accomplished through the use of Santa Ana Unified School District personnel when necessary.
- Parent meetings and conferences regarding their student's identification, placement, progress, and exit criteria will have translators available
- Parents will receive support strategies to assist their student at home
- Spanish speaking individuals will make phone calls to parents and translate at meetings
- Olive Crest, Wrap Around, Family Preservation and the Foster Care system will provide additional services, which empowers parents of EL students to be an integral part of the Charter School and their community
- These organizations will assist NOVA Academy ECHS in connecting families with much needed educational and social services

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

The text below provides the standardized language that SAUSD is adopting for all charter schools in the district. The transition to the standardized language is being facilitated during charter renewal and/or when revision/modification of a Memorandum of Understanding ("MOU") or other contractual agreement between the charter school and the district takes place.

This language is being incorporated into the NOVA Academy ECHS charter renewal petition draft and is subject to change depending on and including but not limited to, discussion and

negotiations, individual school circumstance and the specific MOU document being renewed/revised/modified and applicable law.

SPECIAL EDUCATION SERVICES / 504

The following provisions govern the application of special education to Charter School students:

- A. It is understood that all children will have access to the Charter School and no student shall be denied admission based solely on disability status.
- B. Pursuant to Education Code Section 47641, the Charter School has elected to be deemed a public school of the District for special education purposes.
- C. In accordance with Education Code Section 47646, a Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the Charter School shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individual education program and in compliance with the IDEA.
- D. Section 504 and the Americans with Disabilities Act (ADA)
Absent agreement of the parties to the contrary, the Charter School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities Act ("ADA") with respect to eligible students. Should the Charter School be unable to provide the services necessary to comply with the requirements of Section 504, the Charter School may request that the District provide the necessary services at a cost to be negotiated between the District and the Charter School separate from this charter and/or the Charter School may contract with outside service providers at the Charter School's sole expense.
- E. Services
 - 1. The Charter School and the District intend that the Charter School will be treated by the District as any other public school in the District with respect to the provision of special education services, including the allocation of duties between Charter School staff and resources and District staff and resources.

- 2. Division and Coordination of Responsibility:

The District and the Charter School agree to allocate responsibility for the provision of services [including but not limited to identification, evaluation, Individual Education Plan ("IEP") development and modification, and educational services] in a manner consistent with their allocation between the District and its local public school sites. All special education services to be provided to Charter School students beyond the services to be performed by general education

personnel and/or the type provided by general school site administrators at District schools, will be performed by employees, consultants, or other representatives of the District. The District shall be solely responsible for hiring and directing the individuals or entities to provide such special education services to Charter School students. If a problem arises with any of the District personnel providing services on the Charter School site, the Charter School and District shall discuss the concerns within a reasonable period of time after the issue is raised by the other party. Reassignment of personnel in response to such concerns shall occur only when the District deems such actions appropriate. If the District takes or refuses to take personnel action with regard to its special education providers on the Charter School's site, over the objection of the Charter School the District shall take full responsibility for any actions, causes of action, or lawsuits, losses, expenses, costs, penalties, obligations, errors, omissions or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not a lawsuit is actually filed, and/or any judgment rendered that results from its actions or inactions related to the placement of District personnel on the Charter School's campus. The District and the Charter School shall meet no later than April 15 of each year to ensure a mutual understanding of the allocation of duties between the Charter School and the District for the following year.

3. Identification and Referral:

The Charter School shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current Individual Education Plan ("IEP") and other special education information on any student enrolling from a non-District 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. The District shall provide the Charter School with the technical and consultative services that it generally provides its other public schools in the identification and referral processes. The District will ensure that the Charter School is provided with notification and relevant files of all students transferring to the Charter School from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian.

4. Assessment:

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable laws. The Charter School shall not conduct assessments or recommend independent assessments without prior written approval of the District

5. Individual Education Plan:

Responsibility for arranging necessary IEP meetings shall be conducted in accordance with the District's general practice and procedure and applicable Law. The Charter School shall ensure the attendance of all necessary Charter School employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at the Charter School.

6. Eligibility and Placement:

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives of the Charter School (or designees when necessary) and representatives of the District (or designees when necessary). Services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education. No pupil with special needs shall be continued in enrollment in the Charter School unless the IEP team determines that the Charter School is an appropriate educational placement, except for such period of time as enrollment at the Charter School constitutes the student's "stay-put" placement."

7. Educational Services and Programs:

To the extent that the agreed upon IEP requires special education or related services, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other District schools. District services shall include technical and consultative services by District staff to Charter School staff in the same manner that District staff consults with staff at other District schools.

8. Parent Concerns:

The Charter School shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to the Charter School and/or District staff. The Charter School staff shall inform the designated representative of the District of any such concerns. The District, in consultation with the Charter School's staff as necessary, shall respond to and address the parent/guardian concerns.

9. Complaints:

In consultation with the Charter School, the District shall address/respond to/investigate all complaints regarding special education services at the Charter School. The Charter Schools Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services.

10. Due Process Hearings:

In consultation with the Charter School, the District may initiate a due process hearing on behalf of a student enrolled in the Charter School as the District determines is legally necessary to meet a school agency's responsibilities under federal and state law. The District and the Charter School shall cooperate in defending any due process hearing brought by a student enrolled in the Charter School. In the event that the District determines that legal representation is needed, the District/Charter School shall be jointly represented by District legal counsel. In the event the Charter School elects to utilize separate legal counsel, the Charter School shall bear the costs of its separate legal counsel. The District agrees to indemnify, defend, and hold harmless the Charter School and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "Charter School and Charter School personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against Charter School (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office of Civil Rights) and/or Charter School Personnel that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of the District, its board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns related to the provision of special education services pursuant to this Charter.

The Charter School agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and District personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office of Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due solely to the acts or omissions of the Charter School and Charter School personnel, and Charter School subcontractors and invitees under this charter, related to the provision of special education services pursuant to this Charter.

11. SELPA Activities and Meetings:

The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training

opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff.

12. School District of Residence:

The District shall be responsible for providing all special education services to all students of the Charter School regardless of their school district of residence.

13. SELPA Requirements:

The Charter School agrees to adhere to the policies and requirements of the Local Plan for Special Education and to all District policies, procedures, and practices regarding identification, referral and provision of services to special education students.

14. Contracted Services:

If needed due to a shortage in special education staff it is the responsibility of the District to seek out contracts with other school districts, companies, or organizations to serve Charter School students. The Charter School may assist the District in procuring such services.

F. Funding

1. Retention of Special Education Funds by District:

The parties agree that, pursuant to the division of responsibilities set forth in this charter, the Charter School has elected to assume the status of any other public school in the District for the purposes of special education services and funding. The District has agreed to provide special education services for the Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for Charter School students through the SELPA.

2. School Contribution of Equitable Share of Charter School Funding:

Additionally, the Charter School shall contribute a pro-rata share of its Charter School funding to support the District's unfunded special education costs ("general fund support"). At the end of each fiscal year, the District shall calculate the Charter School's pro-rata share of the District-wide general fund support for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to NOVA Academy ECHS and any and all other charter schools for which the District provides LEA services in the same or similar manner) divided by the total number of District ADA (including the students of NOVA Academy ECHS and any and all other charter schools for which the District provides LEA services in the same or similar manner) and multiplied by the total number of NOVA Academy ECHS ADA (ADA

calculation from P2). Charter School ADA shall include all students, regardless of home district.

The District shall calculate the amount of the Charter School's share of the general fund support upon receipt of the certified P2 reporting data. The District shall provide the Charter School with documentation as to the calculation of the Charter School's share of general fund support and allow the Charter School an opportunity to provide input and respond to the calculation prior to invoicing the Charter School for the prior year. The District shall then invoice the Charter School for its share of the general fund support.

Payment shall be due and payable within 30 day of invoice. If not fully paid the remaining amount or the Charter School's share of the general fund support shall be offset against the District's next succeeding in-lieu property tax apportionments until paid in full.

The District shall provide an estimate of the Charter School's share of the general fund support for the following year by June 30 of each year for budgeting purposes. This estimate shall not be binding and the Charter School shall be fully responsible for its actual share of general fund support.

3. The District shall be responsible for all costs related to the special education service needs of Charter School students in the same manner as any other students of the District in accordance with Education Code Section 47646.

The Charter School reserves the right to make verifiable written assurances to become its own local educational agency for the purpose of special education.

NOVA Academy ECHS shall be deemed a school of the District for purposes of the provision of special education services unless and until it complies with the requirements of this paragraph. Should NOVA Academy ECHS ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which NOVA Academy ECHS would become its own LEA. Additionally, NOVA Academy ECHS must provide the District with final written notice that it has made a final decision to apply to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which NOVA Academy ECHS would become its own LEA, and, if this is the case, the Charter School will actually submit its application to join a SELPA by no later than February 1, and will use due diligence in the pursuit of a decision by the SELPA at the earliest possible opportunity. At the time NOVA Academy ECHS provides such final notice, the notice must include verifiable, written assurances that NOVA Academy ECHS will participate as a local educational agency in a special education plan approved by the State Board of Education in accordance with Education Code Section 47641 and that it will provide special education services in accordance with federal and state law. NOVA Academy ECHS will notify the District within two business days of receipt of a determination by the SELPA whether NOVA Academy ECHS has been accepted as an LEA member of a SELPA. At any time that NOVA Academy ECHS becomes its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to

NOVA Academy ECHS students, regardless of the school district of residence of such students, and NOVA Academy ECHS shall be exclusively responsible for the coordination and provision of special education services to NOVA Academy ECHS students and for any and all other obligations of a school or school district relative to services for students with special needs.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. -- California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. -- California Education Code Section 47605(b)(5)(C)

Attached as Exhibit 29, please find the Charter School's Local Control and Accountability Plan, which provides documentation of the alignment of pupil outcomes to the state priorities. The methods for measuring pupil outcomes will be consistent with the way the school will report information on its school accountability report card.

NOVA Academy ECHS shall meet all statewide standards applicable to students in non-charter public schools and shall conduct all required pupil assessments pursuant to California Education Code Section 60605 or any other student assessments applicable to students in non-charter public schools.

The students of NOVA Academy ECHS will meet the academic standards as adopted by the State Board of Education.

It is the goal of NOVA Academy ECHS to create a school that motivates and assists all students in meeting or exceeding proficiency on state academic mandated tests. The administration and certificated staff of NOVA Academy ECHS will conduct an annual review of data to track progress toward goals, as measured by the State-Mandated Standardized Tests results and benchmark assessments in reading, writing, language proficiency and mathematics. The Charter School will align the curriculum in order to ensure success for all students in meeting the requirements of the California High School Exit Exam and any other state required standards test. These standards 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.

NOVA Academy ECHS will pursue the following measurable student outcomes. The outcomes will be measured as detailed in the table below:

Student Outcome	Methods of Measurement	Frequency of Measurement
It is the goal of NOVA Academy	Meet Charter School, SAUSD,	Annually

ECHS that 90% of students graduate.	and State graduation requirements	
It is the goal of NOVA Academy ECHS to have 80% of its graduates attend 2 or 4 year colleges immediately after graduation.	Student college tracking survey, Post-Secondary follow-up information	Annually
It is the goal of NOVA Academy ECHS to meet or exceed its Academic Performance Index ("API") growth target annually.	API scores	Annually
It is the goal of NOVA Academy ECHS to meet adequate yearly progress ("AYP") annually.	AYP reports	Annually
It is the goal of NOVA Academy ECHS for 100% of all students to pass both sections of the CAHSEE by the end of their senior year.	CAHSEE Scores	Annually
It is the goal of NOVA Academy ECHS for 80% of all students to pass both sections of the CAHSEE on their first attempt.	CAHSEE Scores	Annually
It is the goal of NOVA Academy ECHS to increase student attendance rates and to meet or exceed 92% ADA.	Attendance data	Monthly
It is the goal of NOVA Academy ECHS to develop a strong network with Foster Care Agencies, Wrap Around, Family Preservation and Child Protective Services	Meetings with collaborative agencies Evaluations and surveys to collaborative agencies	Monthly

On or before December 7, 2012 NOVA Academy ECHS shall submit to the District Superintendent or the Superintendent's designee, for review and approval, revised reasonably comprehensive descriptions of measurable pupil outcomes that include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by NOVA Academy ECHS, as those terms are defined in Education Code Section 47605(b)(5)(B) and Education Code Section 47607(a)(3)(B), as revised by SB 1290. Such revised pupil outcomes shall be incorporated into this Charter and made a part hereof.

As NOVA Academy ECHS has grown, and now has numerically significant pupil subgroups, including Hispanic or Latino and participants in Free and Reduced Price Lunch. The Charter School anticipates that English Learners will also become a numerically significant pupil subgroup, either this year or soon in the future. Academic goals and outcomes for the current year have been established in the chart below.

Group/Subgroup	2010-11	2011-12	2012-13 Goal	Growth
Schoolwide	715	713	718	5
Hispanic or Latino	707	709	714	5
Participants in Free or Reduced Price Lunch	709	713	718	5

English Learners	664	677	684	7
------------------	-----	-----	-----	---

For the coming charter term, NOVA Academy ECHS has established the outcome that student academic achievement will increase, both schoolwide, and for all numerically significant pupil subgroups, by 5 points annually, as measured by the API.

To achieve these outcomes schoolwide and for numerically significant pupil subgroups, NOVA Academy ECHS will continue to develop and execute interventions and programs detailed in this document including: student success teams, response to intervention programs, core content learning labs, and accelerated learning intern support.

NOVA's Academic Performance Index reflects our school's composite academic achievement from a variety of statewide assessments. The API includes student test results from the Standardized Testing and Reporting ("STAR") Program CAASPP and the California High School Exit Examination ("CAHSEE"). The subject areas include English Language Arts, Mathematics, Science, and History.

Participation rates on both STARCAASPP and CAHSEE continue to be near 100%. As the school continues to grow, we are able to gather more data and make better decisions based on student outcomes to ensure continued academic improvement.

Teachers use various forms of assessment to evaluate student performance, particularly the data from the ~~California State Tests~~ STARCAASPP. Teachers discuss their concerns and collaboratively design individual solutions to help students achieve success. Teachers use these assessments to plan instruction and to specifically determine target students in each core class and formulate an academic plan for those students. Additionally, focus areas are determined and plans are developed so that each student moves toward proficiency and beyond. Mastery of subject standards is an ongoing process and is an additional indicator of student progress at each level. Teacher determined performance by local measures is very closely aligned with our STARCAASPP performance results.

In addition to having a curriculum that is designed to meet the needs of its targeted students, before and after school support classes are also available for students not working up to their potential. Research based interventions are used to address student deficiencies and there is ongoing monitoring of student outcomes in interventions to determine the effectiveness of such programs and strategies. Student progress is continually assessed throughout the year using formative and summative assessments and benchmarks, including other state tests such as CELDT and CAHSEE, teacher driven evaluations, and observations. NOVA Academy ECHS brings all resources to bear to help students master their state mandated grade level standards.

With the exception of the 2010-11 school year, academic outcomes have continually improved at the school as measured by API, CAHSEE and CST scores over the last 4 years. 10th grade CAHSEE pass rates in math reached 90% for the first time in the 2011-12 school year. Overall proficiency rates continue to improve over the past 4 years.

API scores 2009-2012

API Results			
2008-09	2009-10	2010-11	2011-12

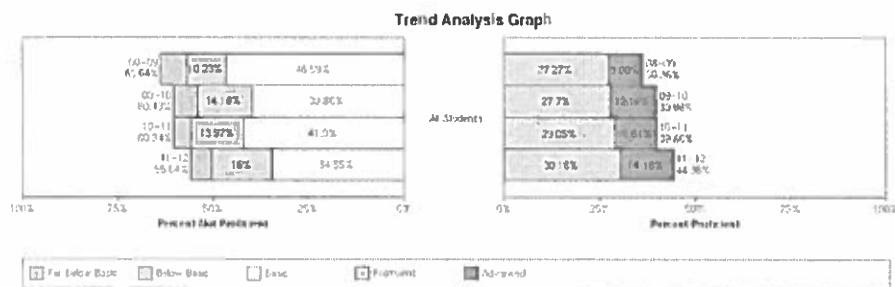
Base API	724	728	715	713
----------	-----	-----	-----	-----

*Estimated API based on CST and CAHSEE results

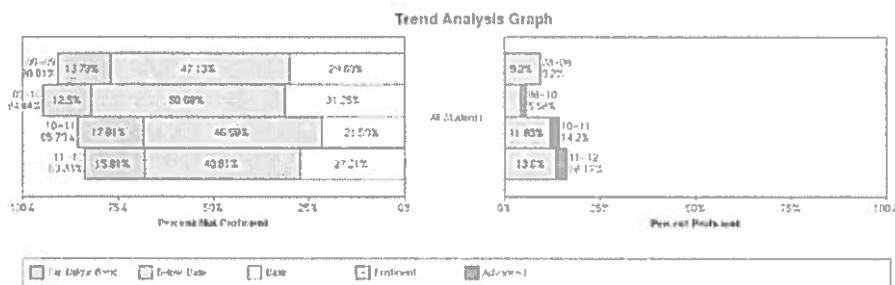
CAHSEE results 2009-2012

	CAHSEE Results			
	2008-09	2009-10	2010-11	2011-12
English pass rate	73.00%	84.00%	87.00%	82.00%
Math pass rate	88.00%	84.00%	78.00%	90.00%
Average pass rate	80.50%	84.00%	82.50%	86.00%

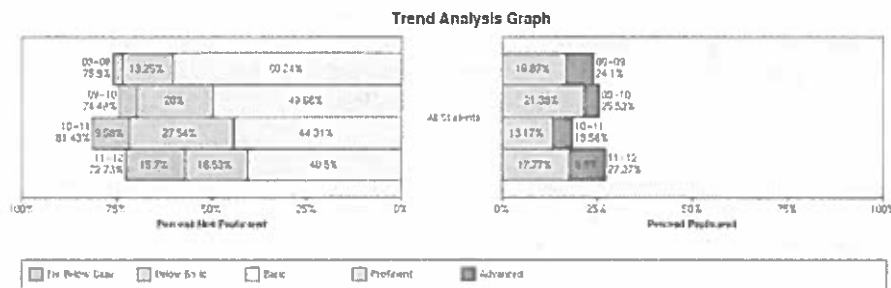
English Language Arts proficiency rates 2009-2012



Math proficiency rates 2009-2012



Science proficiency rates 2009-2012



METHODS OF ASSESSMENT

NOVA Academy ECHS will comply with state assessment requirements.

NOVA Academy ECHS uses various tools of assessment to evaluate the progress of its students. Formal assessment of students takes place on an on-going basis through progress reports prepared every 10 weeks and report cards distributed at the end of each semester. These assessments guide instruction and assist teachers in developing informal groups for students. At the end of each reporting period, the instructional staff looks at the data to determine if the students are meeting the standards for that grade level, and to assess their strengths and weaknesses. These evaluations are used to implement schoolwide teaching strategies designed to improve student achievement. The mandatory state standardized tests, STARCAASPP tests, are administered in the spring of each year, and this data is a valuable tool in guiding instruction. Teachers take the STARCAASPP testing data and determine which are the areas of greatest weakness for the students in their classes. Teachers differentiate instruction based upon students' abilities and needs.

NOVA Academy ECHS continually uses a blend of formative and summative assessments which consist of both standardized and non-standardized tests, addressing multiple levels of Bloom's taxonomy. Non-standardized individual assessments include, but are not limited to: free response questions, student portfolios, essays, speeches, etc. A number of school-wide non-standardized assessments are used, including, but not limited to: journaling and journal prompts, science fair projects. Each assessment provides data points for both teachers and students to analyze and make instructional decisions. Data from these assessments is analyzed by standard, objective, student, class, grade level, vertically, and school wide. Teachers use this formative and summative information to make decisions to remediate, provide more practice, and/or extend knowledge. Students use this data to take ownership over standard mastery, learning objectives, continual reflection, and practice to master all standards. Samples of non-standardized assessments and rubrics for quality, relevance, and adequacy are included in Exhibit 14, as mentioned above.

As stated above, the CELDT is also administered at the beginning of the year as required by law and gives us a clear indication of which students need specific assistance in their English language development. Specific instructional strategies and intervention programs are developed to address these needs for each student at NOVA Academy ECHS through each student's ISP.

Moreover, daily instruction will provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples.

NOVA Academy ECHS will measure progress on an ongoing basis so parents/guardians and educators know how well students are performing. Progress is reported to parents/guardians through phone calls from the teachers, notices home (both positive and intervention), progress reports and report cards. Students also receive progress reports and grades from their college classes.

NOVA Academy ECHS shall take reasonable actions to intervene on behalf of a student who is in danger of not meeting outcomes. NOVA Academy ECHS may use an Academic Probation Program, included within the Student and Parent Handbook (Exhibit 16), to raise the performance of the student, which shall include commitments on the part of the Charter School, as well as the family or guardian of the student.

Sample Rubrics

Below is a sample rubric for English, Geometry, and Anthropology. Attached as Exhibit 14, please find additional sample rubrics for core content classes.

ENGLISH 9: Rubric: Narrative Essay

1. Prewrite/Brainstorm _____ / 5 points
2. Rough Draft/Compose _____ / 10 points
3. Self Evaluation _____ / 5 points
4. Re-Write _____ / 10 points
5. Peer Edit _____ / 5 points

MLA Format

- Typed (4 points) Y / N
- Correct Header (4 points) Y / N
- Page Numbers (4 points) Y / N
- Title (2 points) Y / N
- Indented Paragraphs (2 points) Y / N
- 12 Point Font <2 points) Y / N
- Times New Roman Font (2 points)..... Y / N

/ 20 points

Final Copy _____ / 50 points

- Spelling (no mistakes / few mistakes / many mistakes)
- Grammar (no mistakes few mistakes / many mistakes)
- Dialogue Used (yes / no)
- Was the story Clear? (yes / no)
- Did the author use vivid imagery? (yes / no)
- At least 2 pages long? (yes / no)

- 5 paragraphs (yes / no)
- Sentence Structure (no mistakes / few mistakes / many mistakes)

Comments: _____

Total / 100 points

GEOMETRY Rubric: Conditional Statement Storybook

Objective: To write and illustrate a children's book using a logical chain, similar to "If you give a pig a pancake"

Standard: 3.0 — Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement,

Requirements:

- Story follows a logical chain with at least 10 conditional statements of which:
- o at least 2 connect so that the Law of Syllogism can be used,
 - o At least one is the inverse, converse, or contrapositive of another
 - o Story uses school appropriate storyline and language.
 - o Book is neatly done and handwriting is readable.
 - o Book contains colored illustrations.
 - o Book is "bound" in some way, such as being in a report cover or folder, or by folding pages over and stapling them into a booklet.
 - o Book should include a cover page (with the title and author).
 - o You may work in groups of 2 or 3 to write your book.

CATEGORY	1	2	3	4
Conditional Statement Story	Story contains less than 6 school-appropriate conditional statements.	Story contains at least 6 school-appropriate conditional statements.	Story contains at least 8 school-appropriate conditional statements.	Story contains 10 school-appropriate conditional statements.
Logic	Less than 50% of the conditional statements follow a logical chain. May or may not have included the Law of Syllogism or an inverse, converse or contrapositive.	At least 50% of the conditional statements follow a logical chain. May or may not have included the Law of Syllogism or an inverse, converse or contrapositive.	At least 75% of the conditional statements follow a logical chain, Included the Law of Syllogism and the inverse, converse, or contrapositive.	All conditional statements follow a logical chain, Included the Law of Syllogism and the inverse, converse, or contrapositive.
Illustrations	Less than 50% of the pages contain colored illustrations.	At least 50% of the pages contain colored illustrations.	At least 75% of the pages contain colored illustrations.	All pages contain colored illustrations.
Timeliness	Story is turned in 3 days late.	Story is turned in 2 days late.	Story is turned in 1 day late.	Story is turned in on time.

Note: At least one member of your group must return this directions/rubric page to receive credit for your storybook.

This Project is due by _____

ANTHROPOLOGY Rubric: Cultures of the World

Student Name:
Grade:

CATEGORY	4	3	2	1
Organization	Information is very organized with well constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples are given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples are given.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded, but not organized.	Notes are recorded only with peer/teacher assistance and reminders.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.

Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
-------------------------------------	---	---	--	---

USE AND REPORTING OF DATA

NOVA Academy ECHS has taken several steps to plan and develop methods of collecting, analyzing, and using disaggregated data to drive instruction, improve student achievement, and aid in the improvement of the decision-making process at our school. NOVA Academy ECHS's staff works collaboratively for the purpose of analyzing and disaggregating the STARCAASPP testing data. We also use the data from CELDT and from the CAHSEE. The results of these combined types of data help to drive the instruction at our school. The staff extracts specific information from the testing data and determines the most common areas of weakness and or deficiency in our instruction. Teachers use this combined data to help guide their instruction and focus on specific strategies to eliminate the student's gaps in learning. The small class sizes at NOVA Academy ECHS teachers differentiate instruction to meet the diverse needs of their students.

NOVA Academy ECHS faculty uses standards based and relevant questions that address the areas of weakness in our students. These questions are used, in conjunction with standards based Pacing Guides, to plan and augment standards-based instruction in all classes across the curriculum. We have worked to completely maximize the capabilities of the DataDirector program, which allows staff to input testing and other such data into the system to be disaggregated and utilized to improve instruction.

In addition, NOVA Academy ECHS collects attendance data through the AERIES software program. Accurate and timely maintenance of attendance is critical at NOVA Academy ECHS because the population of students we serve is generally plagued with issues of poor attendance and punctuality. As a result of the disaggregated attendance data, parents are notified in a consistently timely manner as to the punctuality and attendance of their students. AERIES provide data on students who have exceeded the maximum number of allowable tardies, and gives information verifying when and why they were tardy. This allows our NOVA Academy ECHS staff to provide corrective measures to help students modify their behavior.

NOVA Academy ECHS shall provide the District, on an annual basis, a report of student progress including disaggregated (by race/ethnicity, socioeconomic status, and English language fluency) data on student course enrollment and grades, participation and performance results of state-mandated testing programs.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. -- California Education Code Section 47605(b)(5)(D)

NON-PROFIT PUBLIC BENEFIT CORPORATION

The Charter School is a directly funded independent charter school, operated by NOVA Academy, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or 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.

Attached, as Exhibit 19, please find the NOVA Academy Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

BOARD OF DIRECTORS

The Charter School will be governed by the NOVA Academy Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. ~~Olive Crest USA is the sole statutory member of the NOVA Academy Board.~~

The NOVA Academy Board will have at least five (5) and not more than twenty (20) directors. All directors shall be designated by ~~Olive Crest USA~~ the Board. All directors are to be designated at the corporation's annual meeting of the Board of Directors. Each director shall hold office unless otherwise removed from office in accordance with NOVA Academy's bylaws for one (1) three (3) year initial term, with one (1) three (3) year renewal option if designated by the Board.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, ~~Olive Crest USA~~ the Board shall appoint an additional director to ensure that the Board is maintained with an odd number of Directors.

The NOVA Academy Board of Directors will be responsible for:

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director of the Charter School.
- Approving and monitoring the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.

- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Charter School's annual budget and budget revisions.
- Acting as fiscal agent for NOVA Academy ECHS. This includes the receipt of funds for the operation of the Charter School. According to the Bylaws of NOVA Academy ECHS, which are included in Exhibit 19, "The Board may delegate the management of the activities of the corporation to any person or persons, a 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."
- Ensuring compliance with applicable state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of the Charter School.
- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Involving parents and the community in the support of Charter School programs.
- Executing all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation and Bylaws, and this charter necessary to ensure the proper operation of the Charter School.
- Preparing and submitting semi-annual (mid-year and end of the year) reports to the District regarding NOVA Academy's progress in implementing this Charter, the Memorandum of Understanding, (if applicable), and other specific matters as the District Board requests.

The current list of NOVA Academy ECHS Board Members along with the organizational chart is located in Exhibit 20.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

NOVA Academy shall comply with Government Code Section 1090, *et seq.*, the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest statutes or regulations, and has adopted a conflict code which complies with these requirements. (See Conflicts Code in Exhibit 19) As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

CHARTER SCHOOL LEADERSHIP

President and Founder

The NOVA Academy President and Founder is responsible for overseeing the overall operations of NOVA Academy and advocates and represent NOVA Academy ECHS in the community. This position is currently held by Dr. Donald Verleur. At such time as Dr. Verleur no longer holds this position, its title will be modified to "President."

- The primary staff person to whom NOVA Academy Board of Directors delegates authority for overall administration of the corporation's business. Provides leadership for the effective functioning of the corporation and oversees all operations.
- Provides leadership and supervision of the development and implementation of effective education and treatment for all students.
- Provides leadership and supervision to ensure adequate staffing in all program areas of the organization, and oversees organization personnel practices.
- Provides leadership and sound fiscal management for the organization and shall ensure that the corporation maintains comprehensive financial records.
- Advocates and represents the organization in community at events and with associations serving youth.
- Attends regularly scheduled meetings of the NOVA Academy Board of Directors.
- Provides leadership and supervision for implementation of community relations efforts for the corporation/agency facilitating an acceptable professional image in the community at large.
- Provides leadership and supervision in providing training on an ongoing basis to organization staff.
- Provides leadership and supervision in ensuring agency compliance with all Federal, State, County, and other agency regulations governing education of students. Ensure that all sites are in compliance with regulations of the Education Code, the California Department of Education, and IDEIA.
- Provides leadership to and assures the development and implementation of an effective strategic and operational plan.

Executive Director

The Executive Director is responsible for overseeing the overall operations of NOVA Academy ECHS. The NOVA Academy Board of Directors delegates authority for the overall administration of the Charter School's operations to the Executive Director. The Executive Director provides leadership for the effective functioning of the Charter School and oversees all

operations. He/she advocates and represents the Charter School in the community at events and with associations serving youth. The Executive Director also provides leadership and supervision in ensuring agency compliance with all Federal, state, county and other agency regulations governing education of students. The Executive Director's responsibilities include, but are not limited to:

- Hire and dismiss all employees of the Charter School.
- Develop plan in overseeing all facility growth and expansion needs.
- The primary staff person to whom the President and Founder delegates authority for overall administration of the corporation's business. Provides leadership for the effective functioning of the corporation and oversees all operations.
- Provides leadership and supervision of the development and implementation of effective education and treatment for all students.
- Provides leadership and supervision to ensure adequate staffing in all program areas of the agency, and oversees agency personnel practices.
- Provides leadership and sound fiscal management for the agency and shall ensure that the corporation maintains comprehensive financial records.
- Advocates and represents the organization in community at events and with association serving youth
- Attends regularly scheduled meetings of the NOVA Academy Board of Directors.
- Provides leadership and supervision for implementation of community relations efforts for the organization, facilitating an acceptable professional image in the community at large.
- Provides leadership and supervision in providing training on an ongoing basis to organization staff.
- Provides leadership and supervision in ensuring agency compliance with all Federal, State, County and other agency regulations governing education of students.
- Ensure that all sites are in compliance with regulations of the Education Code, the California Department of Education, and IDEIA.
- Provides leadership to and assures the development and implementation of an effective strategic and operational plan.
- Provides direction and leadership with grants, community partners and school districts.
- Oversee Marketing, Fundraising and Grant Proposals.
- Ensure educational instructional minute requirements are met.
- Responsible to ensure timely and accurate completion of Multi-Year Budget and Cash Flow Summaries.
- Responsible to oversee Independent Financial Audits.
- Oversee adherence to school safety policies.
- Act as the NOVA Academy representative with the California Charter Schools Association, and other outside groups.
- Ensure department and academic goals are met.
- Oversee WASC Accreditation.

Director of Charter Schools

The Director of Charter Schools is responsible for the overall functioning of the school site programs of all NOVA Academy charter schools, including educational, therapeutic and facility management. He/she prepares and monitors school budgets and is responsible for ensuring that the Charter School meets its budget. The Director of Charter Schools oversees all annual

compliance reports for the NOVA Academy charter schools, including but not limited to the attendance reports, CBEDs, SSID, ConApp, SARC, and any other state or federal agency report. He/she provides a narrative of financial reports for the Board of Directors. In addition, this position ensures that the atmosphere and resources to facilitate professional growth for employees is achieved. The Director of Charter Schools is under the direct supervision of the Executive Director. The Director of Charter Schools's responsibilities include, but are not limited to:

- Oversee overall functioning of school site programs; including educational, therapeutic and faculty management.
- Prepare and monitor school site budgets and assure that school sites meet or exceed their budgets.
- Evaluate, discipline, train and supervise principals, with input from Executive Director.
- Assist in hiring decisions of Charter School employees.
- Provide atmosphere and resources to facilitate professional growth for employees. Ensure that appropriate professional growth opportunities are provided to all Charter School personnel.
- Attend regularly scheduled meetings with Executive Director and other NOVA Academy administration.
- Oversee all Title One compliance regulations.
- Oversee all Single Plan for Student Achievement/SARC/WASC reports and update plans when due to the California Department of Education.
- Make sure all curriculum needs are ordered for each school year.
- Develop and oversee the collaboration with site principals all WASC applications, renewals and compliance.
- Oversee all Highly Qualified staff for No Child Left Behind laws and regulations.
- Set all academic score objectives, monitor progress toward those goals and make adjustments to programs as needed.
- Provide assessment data and school data on each site.
- Oversee that all state testing mandates and regulations are being adhered to at each site.
- Develop recruitment plans and events with the school site principals and administrative staff.
- Ensure that all school sites are in compliance with regulations of the Education Code, the California Department of Education, IDEIA, Charter School Regulations, and ECHS Regulations.
- Oversee all annual compliance reports for charter schools (including, but not limited to: CALPADS, P1, P2, Annual reports, district reports and updates).
- Ensure that all school sites adhere to school policies and procedures.
- Develop and implement new programs as directed by the Executive Director.
- Consult and offer recommendations for campuses in as requested.
- Perform other duties as assigned by the Executive Director.

Principal

The Principal is responsible for administering all facets of the daily operations of the Charter School. He/she is the administrative leader of the Charter School, supervising and evaluating of all site personnel. All areas pertaining to curriculum, instruction, student assessment, staffing facilities, student welfare, attendance, discipline, community relations, recruitment and student

activities are all under the supervision of the principal. The Principal's responsibilities include, but are not limited to:

- Responsible for all areas pertaining to curriculum, instruction, student assessment, staffing, facilities, student welfare, attendance, discipline, community relations, and student activities.
- Principal will be the administrative leader of the Charter School; lead in supervision and evaluation of all site personnel.
- Interpret and implement state and District-approved curriculum guidelines, as appropriate.
- Act as liaison with Santa Ana Unified School District.
- Supervise the instructional program.
- Develop all schedules, registration procedures, and testing programs.
- Work with the counselor in addressing student issues.
- Coordinate interviewing and hiring teachers and support staff.
- Provide assistance to those teachers whose performance is in need of improvement;
- Assist in formulation of Charter School policies.
- Supervise implementation of Charter School policies and procedures.
- Maintain campus as a safe and productive environment for students and staff.
- Serve as liaison between the Charter School and community groups; provide visionary leadership in school reform and shared decision-making.
- Maintain contact with resource agencies.
- Be sensitive to the diverse needs of students, parents and staff.
- The Principal must have the ability to maintain the high standards achieved by a committed learning community; communicate information in a positive tone; and complete other duties, as needed and assigned.

SCHOOL SITE COUNCIL

The School Site Council at NOVA Academy ECHS was developed through our WASC accreditation application process.

The School Site Council is composed of parents, teachers, students, an administrator, staff, and a community person. The purpose is to monitor and review the mandates of the Single Plan for Student Achievement. The School Site Council ensures that the Charter School is in compliance with its plan and is accountable for the Title I funding NOVA Academy ECHS receives. The School Site Council also works with the principal to develop, review, and evaluate Charter School improvement programs and school budgets. The members of the School Site Council are generally elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

NOVA Academy ECHS's School Site Council makes decisions and advises the principal on the Charter School budget and the academic and/or school improvement plan.

In addition to academic planning, the School Site Council gives input on decisions about parent engagement, safety and discipline.

Over the course of a year, a typical School Site Council may consider the goals of the Charter School or the District and then work with the principal to evaluate the Charter School's progress

toward those goals. In this evaluation, the School Site Council might consider Charter School test scores, attendance and discipline records, parent surveys, and input from students.

Upon reviewing the Charter School's progress, the School Site Council and the principal create a plan for improvement for implementation at the Charter School level (called the Single Plan for Student Achievement). This plan might involve a new academic program, staff member, or parent outreach strategy.

The School Site Council at NOVA Academy ECHS is more than a committee; it has an obligation to make decisions that will best serve the whole Charter School community. In fact, the School Site Council is specifically charged with finding ways to close gaps in achievement between groups of students.

PARENTAL AND COMMUNITY INVOLVEMENT

NOVA Academy ECHS believes in the principles of the early college initiative which are based on the premise that there must be involvement of all stakeholders for the Charter School's total success. There is a "family" atmosphere at NOVA Academy ECHS. Parents and guardians are partners in the education of their children given the premise that school, home, and community must work together to provide the highest quality education possible for their students. Communication with parents is paramount and they are involved not only in their child's academic education, but also in his/her social activities.

~~Olive Crest USA has many support services for foster and at-risk families that assist NOVA Academy ECHS in meeting the needs of the families it serves. Some of those programs are: mentoring, parent partners, family counseling, and parenting trainings. The counselors on staff at the Charter School also provide valuable resources to students and families. Not only does the Charter School give families information, it also helps to link families to available community resources.~~

Every year before Thanksgiving, a family feast for students, parents and invited community members is held. Parents/guardians join with the administration of NOVA Academy ECHS to provide a full Thanksgiving meal for our students and guests. This is so important because it is the only Thanksgiving meal that many of our students will have.

In addition, at various times during the year, the Charter School offers an array of activities (i.e. spring picnic, Kermes, Career Day, etc.) where the parents and community members provide assistance and support for the success of the activity. A Multicultural Day is held where parents and the community are involved in providing workshops on various cultures. This is a wonderful opportunity for students to learn about many cultures other than their own. This will, hopefully, help to bring about unity in our community. Moreover, student research projects on selected cultures are an outgrowth of this event.

The parents and guardians of NOVA Academy ECHS are involved in a Parent Advisory Council, ("PAC") which is an association of parents who wish to become an integral part of the functioning of the Charter School. The PAC meets twice monthly in order to keep abreast of the current academic, and social events at NOVA Academy ECHS. The PAC assists Charter School administrators with information pertaining to community outreach to parents/guardians of students at NOVA Academy ECHS. Though the NOVA Academy ECHS Administration is responsible for the implementation and outcome of programs and strategies utilized in the

classroom, the PAC is also used as a sounding board for strategies and programs that are being considered. The PAC is also where ideas and plans for fundraising are discussed and implemented.

Additionally, monthly parent meetings are held to convey information about Charter School homework policies, grading policies, college requirements, GPA calculation, programs, upcoming events, college information, changes to Charter School policies, code of conduct and other requirements of the classroom teachers and of the Charter School in general.

When problems arise or there is an immediate need to speak with a parent, it is easy to make a call home. Letters, school newsletters and flyers are also sent home to parents and we consistently make the effort to have this information translated into Spanish or other languages as needed. We have hired several full-time bilingual (English-Spanish) administrative assistant who provides translation services which enables our parents and guardians to communicate regularly with our staff. They also receive notices, letters, and personal phone calls from both the bilingual administrative assistant and our Spanish speaking teachers, encouraging them to attend our Parent Advisory Council meetings and important school events. It is important that NOVA Academy ECHS parents and guardians play an integral part in our school improvement, so they are involved with administrators, teachers, and students in this on-going process.

Twice a year, we host a Parent Summit. The purpose of the Parent Summit is to provide parent information and education (e.g. FAFSA, Internet safety, college readiness, sex education, teen issues, parenting the 21st century child). A survey is conducted to determine the topics that parents are interested in and then used to set the agenda accordingly.

IV. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the school. -- California Education Code Section 47605(b)(5)(E)

NOVA Academy ECHS shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in NOVA Academy ECHS's mission and vision. In accordance with Education Code Section 47605(d)(1), NOVA Academy ECHS shall be nonsectarian in its employment practices and all other operations. NOVA Academy ECHS shall not discriminate against any individual on the basis of race, creed, color, national origin, age, gender, disability, or other basis prohibited by law. All employees shall receive a background clearance in accordance with Education Code Section 44237 and tuberculosis clearance before commencing employment.

Staff Employment

NOVA Academy ECHS will select all school staff. No employee of Santa Ana Unified School District, or any other district, shall be required to be employed at NOVA Academy ECHS. 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 NOVA Academy ECHS. NOVA Academy ECHS shall have the authority to terminate the position in accordance with the terms of that agreement.

NOVA Academy ECHS employees shall have the option to join, or not to join, any collective bargaining unit they choose. Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, practices, or terms of any collective bargaining or other agreement of NOVA Academy ECHS, the provisions of this Charter shall prevail. Should the provisions of any NOVA Academy ECHS policy conflict with a collective bargaining unit agreement, NOVA Academy ECHS policy will prevail absent any other agreement with the bargaining unit to the contrary.

Santa Ana Unified School District may collaborate with the Charter School to announce transfer opportunities and to provide descriptions of position openings in a timely fashion.

The Charter School may also employ staff on-loan from other districts in the region, subject to agreements with those districts that include return rights.

QUALIFICATIONS

Attached, as Exhibit 21, please find job descriptions, including qualifications for employment, for the: assistant teacher, college counselor, Director of Charter Schools, Director of Counseling, Executive Director, President, and Principal. Employment qualifications are as follows:

President and Founder

Required Qualifications:

- A philosophy of supporting students in line with the mission and values of NOVA Academy.
- Must have a management philosophy that respects the value of people and seeks to maximize their potential in the work place.
- Master's degree in Education or Related Field.
- Minimum 10 years experience in the education field.
- Excellent written and verbal communication skills.
- Working knowledge of Department of Education requirements.
- Minimum of 10 year of Management and Leadership.

Executive Director

Required Qualifications:

- Must have a philosophy of supporting students in line with the mission and values of NOVA Academy.
- Must have a management philosophy that respects the value of people and seeks to maximize their potential in the work place.
- Master's degree in Education or related field.
- Possess a minimum seven years experience in the education field.
- Possess excellent written and verbal communication skills.
- Working knowledge of Department of Education requirements.
- Minimum of 5 years in Management/Leadership.
- Chief Business Officer Certification
- Charter Management Certification

Desired Qualifications:

- Administrative Services Credential

Director of Charter Schools

Required Qualifications:

- Master or Doctorate Degree in Education or related field.
- Previous administrative/supervisory experience in an educational setting.
- Criminal record clearance.
- Acceptable driving record as determined by school's automobile insurance carrier.
- Valid California driver's license.
- Adequate vision and hearing to be able to supervise students properly.
- Ability to intervene in a physical way during crisis situations with minors up to 18 years of age.

Desired Qualifications:

- California Administrative credential.

- Experience with Charter School laws and regulations and the Early College High School Initiative.
- Experience in working in the therapeutic milieu.

Principal

Required Qualifications

- Masters Degree in Education Related Field
- Criminal record clearance.
- Acceptable driving record as determined by school's automobile insurance carrier.
- Valid California driver's license.
- Adequate vision and hearing to be able to supervise students properly.
- Experience in managing or supervising staff
- Excellent Time Management Skills
- Good Attention to Detail

Teachers

As required by Education Code Section 47605(I), core, college-prep teachers in the Charter School will be required to hold a California Commission on Teacher Credentialing ("CCTC") certificate permit, or other document equivalent to that which a teacher in other public schools would be required to hold. They are also required to be CLAD or BCLAD certified upon completion of their CCTC certificate permit in order to serve English Learners.

Additionally, the applicable highly qualified requirements of the No Child Left Behind Act shall be followed.

NOVA Academy ECHS takes full and complete responsibility for the application of "flexibility" regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code Section 47605(I), and the insurance and indemnification provisions of this Charter shall apply with full force and effect to protect the District from any and all potential claims or liabilities that may arise from the application of "flexibility" in credentialing requirements for non-core, non-college preparatory classes at NOVA Academy ECHS.

Non-Certificated Instructional Support Staff

NOVA Academy ECHS is supported with Title I, Part A funds; therefore, the No Child Left Behind Act of 2001 requires employed paraprofessionals to have the following qualifications:

- Completed at least two years of study at an institution of higher education, or obtained an associate's (or higher) degree, or met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment -- knowledge of, and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subject areas).
- The California State Board of Education has determined that, for purposes of these requirements, "two years of study" is defined as 48 semester units; that the type of

coursework for completion of those units is determined locally; and that the development or selection of an assessment also is a local decision.

- Each local educational agency shall also ensure that all paraprofessionals working in programs supported with Title I, Part A funds, regardless of their hiring date, have earned a secondary school diploma or its recognized equivalent.

RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- California Education Code Section 47605(b)(5)(K)

The NOVA Academy Board has contracted with the Orange County Department of Education to set up STRS and/or PERS for qualifying employees. Non-certificated employees also contribute to Social Security and 403(b) plans are an option for non-certificated employees who choose not to participate in the PERS. All employees at NOVA Academy ECHS will retain all previously vested rights in their respective retirement systems, including but not limited to STRS, PERS and Social Security. The Executive Director is responsible for ensuring that appropriate arrangements for coverage are made.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. -- California Education Code Section 47605(b)(5)(O)

NOVA Academy shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). NOVA Academy shall comply with the EERA.

EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. -- California Education Code Section 47605(b)(5)(M)

No person shall be required to work at NOVA Academy ECHS. All former Santa Ana Unified School District employees who gain employment at the Charter School have return rights to SAUSD only as granted by the District subject to conditions in District policies, procedures, and collective bargaining agreements, and in Education Code Section 44931 or its equivalent, as it may be revised from time to time.

HEALTH AND SAFETY

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

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The complete set of health and safety policies is available at the Charter School site. Personnel Policies and Procedures are attached as Exhibit 22.

The following is a summary of the health and safety policies of the Charter School:

Safety Manual

NOVA Academy ECHS has developed further health, safety, and risk management policies in consultation with its insurance carriers and risks management experts. NOVA Academy ECHS has an Emergency Disaster Procedure and Emergency Exit Plan, attached as Exhibit 23, which addresses issues that pertain to staff as well as student safety.

NOVA Academy ECHS will comply with all applicable safety laws.

Procedures for Background Checks

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the NOVA Academy Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Employee Handbook

NOVA Academy ECHS has developed an employee handbook which delineates the policies and procedures regarding employment at the charter school. These policies will be reviewed on an ongoing basis. Revisions to these policies will be submitted to the District annually. Attached as Exhibit 22, please find the NOVA Academy ECHS Personnel Policies and Procedures.

First Aid and CPR Training

All staff is required to have been trained in First Aid and CPR. In addition, all staff is properly trained in universal precautions and blood-borne pathogens as well as other safety precautions in order to safeguard themselves and children against any unnecessary exposure to hazardous materials. First Aid kits are required to be stored and maintained in every vehicle that transports students. First aid kits are also stored and maintained in each classroom at NOVA Academy ECHS.

Role of Staff as Mandated Child Abuse Reporters

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

procedures are shared with staff each year at the opening professional development training.

TB Testing

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

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

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

School Facility Safety

NOVA Academy ECHS will assess its school buildings for structural safety, using the existing state, county and city standards. NOVA Academy ECHS, 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.

Drug Free/Smoke Free Environment

NOVA Academy ECHS shall maintain a drug and alcohol and smoke free environment.

Comprehensive Sexual Harassment Policies and Procedures

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

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. -- California Education Code Section 47605(b)(5)(N)

The following section of this charter provides the standardized language that SAUSD is adopting for all charter schools in the district. The transition to the standardized language is being facilitated during charter renewal and/or when revision/modification of a MOU or other contractual agreement between the charter school and the district takes place.

This language is being incorporated into the NOVA Academy ECHS charter renewal petition draft and is subject to change depending on and including but not limited to, discussion and negotiations, individual school circumstance and the specific document being renewed/revised/modified and applicable law.

Disputes between NOVA Academy ECHS and the District

If the District determines that a violation of the Charter, MOU or law may have occurred or a problem has arisen related to the operation of the Charter School or the District's oversight

obligations, or a dispute otherwise arises between the District and the Charter School the following procedures shall be followed to resolve the dispute:

1. 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.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the NOVA Academy ECHS representative will be the Executive Director or the Executive Director's designee. If the dispute is not resolved at this meeting or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 3.
3. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or 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.

In the event of a dispute raised by the charter school against the District over the terms of the charter, the charter school shall put the dispute in writing to the Superintendent or designees, and the District Superintendent, or Designee shall meet with the Principal and President of the Charter School to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both the District and the Charter School, with the costs of the mediator to be split by both parties.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. Parents, students, board members, volunteers, and staff at the Charter School will be provided with a copy of the Charter School's policies and 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 District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process.

V. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission requirements, if applicable. — California Education Code Section 47605(b)(5)(H)

NOVA Academy ECHS shall admit all pupils who wish to attend the Charter School.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. NOVA Academy ECHS shall not charge tuition.

Pupils will be considered for admission without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

To be admitted, NOVA Academy ECHS students will:

- Complete an application packet
- Participate in an in-person, individual entrance interview with an administrator
- Provide a birth certificate (if available)
- Provide an immunization record
- Provide an essay in which students answer questions about why they are interested in attending NOVA Academy Early College High School
- Provide a copy of a transcript from the last school attended
- Sign, together with parents(s) or guardians, agreeing to comply with Charter School policies and procedures.
- Complete and sign all required enrollment forms

No student will be denied admission to NOVA Academy ECHS based upon the content of the above information, and no student will be denied admission if documentation from state or educational agencies is not available.

The individual entrance interview with an administrator gives the potential student and family an opportunity to share the student's interests, academic journey, goals, and specific needs with the Charter School. The interview is used to give the student and parent insight and information about the Charter School and the early college model. The interview also gives each family an opportunity to ask questions or get clarification on any potential questions they may have about any aspect of NOVA Academy ECHS. Admission to NOVA Academy ECHS is not influenced by or based on individual student interviews; these are simply opportunities for families to get to know the Charter School on an individual basis.

NOVA Academy ECHS shall admit all students who wish to attend the NOVA Academy Early College High School, and who submit a timely application, unless the Charter School received a greater number of applications than there are spaces for students, in which case, with the

exception of existing students of the Charter School (who are guaranteed admission for the following year), each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State, except as provided in Education Code Section 47605(d)(2). Preference in the public random drawing shall be extended as follows:

- Siblings of existing students
- Children of employees of NOVA Academy ECHS
- Students residing in SAUSD

The highest admissions preference, that of siblings, helps the Charter School maintain its target demographic.

Under no circumstance shall any student be adversely impacted, in any manner, in admission or in any academic program whatsoever, for financial reasons, including without limitation a failure to make a financial contribution of any kind. NOVA Academy ECHS shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School program.

Details of the Admissions Policy and Process are included in Registration Packet, attached as Exhibit 24 and will specify the evaluation process and the minimum skills/experience required if any.

RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. -- California Education Code Section 47605(b)(5)(G)

The philosophy, policies, and procedures of NOVA Academy ECHS shall at all times be dedicated to enhancing, achieving, and maintaining racial and ethnic balance in its student population reflective of the territorial jurisdiction of the District. All students will be considered for admission, accepted for admission, and retained in the Charter School without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The following methods have been employed to pursue a racial and ethnic balance that reflects the general population residing within the territorial jurisdiction of Santa Ana Unified School District:

- Posting information regarding the Charter School in Spanish, with other languages available upon request;

- Visiting different community groups, centers, and organizations that are representative of a cross-section of the community;
- The development of promotional and informational material that appeals to the varied racial, ethnic and socioeconomic populations represented in the community;
- The organization of and participation in, outreach meetings that include prospective students and parents of varied racial, ethnic and socioeconomic backgrounds;
- The distribution of promotional and informational packages to a broad variety of community groups and agencies that serve various racial, ethnic and socioeconomic groups within the community.

A report on the progress of recruitment will be provided to the District and to the Board of NOVA Academy ECHS prior to, and at the conclusion of the open enrollment period for each school year.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. --California Education Code Section 47605(b)(5)(L)

Choosing to enroll at NOVA Academy ECHS is entirely voluntary; no student may be required to attend the Charter School. Students who choose not to attend the Charter School may attend school within their school district of residence according to local district policy or at another school district or school within the District through the local district's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on enrollment forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which students can be suspended or expelled. California Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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) Stole 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to

a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
 - s) 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 shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (~~defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager~~) directed specifically toward a pupil or school personnel.
- 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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that

Formatted: List Paragraph, Left, No bullets or numbering

Formatted: List Paragraph, Indent: Left: 1", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

has or can be reasonably predicted to have the effect of one or more of the following:

- 1-i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
- 2-ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- 3-iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- 4-iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Right + Aligned at: 1.5" + Indent at: 1.75"

2) "Electronic Act" means the creation and transmission originated on or off the school site, 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:

Formatted: List Paragraph, Indent: Left: 1.25", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

Formatted: Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.75" + Indent at: 2"

iii. Notwithstanding subparagraphs (1) and (2) above, 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.

Formatted: Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Right + Aligned at: 1.25" + Indent at: 1.5"

w) 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 shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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) Stole 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 cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- s) 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 shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act ~~(defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager)~~ directed specifically toward a pupil or school personnel.

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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1-i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
- 2-ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- 3-iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- 4-iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and 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, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

Formatted: List Paragraph, Left, No bullets or numbering

Formatted: List Paragraph, Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

Formatted: List Paragraph, Numbered + Level: 3 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Right + Aligned at: 1.38" + Indent at: 1.5"

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.25"

Formatted: Indent: Left: 1.5", Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Right + Aligned at: 1.25" + Indent at: 1.5"

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

Formatted: Numbered + Level: 2 +
Numbering Style: a, b, c, ... + Start at: 1 +
Alignment: Left + Aligned at: 1.75" + Indent
at: 2"

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "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.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "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. Notwithstanding subparagraphs (1) and (2) above, 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.

Formatted: Numbered + Level: 1 +
Numbering Style: i, ii, iii, ... + Start at: 1 +
Alignment: Right + Aligned at: 1.25" + Indent
at: 1.5"

w) 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 shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the

Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

The Charter School 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 shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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 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. The Charter School 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 person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or panel 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 person or panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel 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, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall 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 shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall 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 shall be presented before the testimony of the complaining witness and the complaining witness shall 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 shall 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 shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be

returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee, following a decision of 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 shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive

Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to

such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) 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
- c) Has inflicted serious bodily injury, as defined by 20 USC 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 who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) 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 Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School 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 IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of 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.

VI. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. – Education Code Section 47605(g)

See Exhibit 25 for a detailed operational budget, including a multi-year budget projection and cash flow, budget assumptions, and fundraising award letters. These documents are based upon the best data available to NOVA Academy ECHS at this time.

NOVA Academy ECHS shall communicate with the District and provide documentation, records and/or updated financial projections regarding the Charter School's fiscal operations, budgeting and cashflow in a manner consistent with the District's Charter Petition Financial Review Checklist, at no less than budget adoption, first interim report, and second interim report.

FINANCIAL REPORTING

NOVA Academy ECHS shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be sent to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final **unaudited** report for the full prior year.

INSURANCE

The following sections of this charter were submitted by Santa Ana Unified School District and are the requirements for insurance coverage:

Without limiting the Charter School's indemnification obligations, throughout the life of the Charter, the Charter School shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-/VII" in Best Insurance Rating Guide, or through self-insurance with a California Joint Powers Authority, the following policies of insurance:

COMMERCIAL GENERAL LIABILITY INSURANCE, which shall include: contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, for bodily injury and property damage liability insurance with combined single limits

of not less than \$2,000,000 per occurrence. Additionally, the Charter School shall procure excess liability coverage in the amount of \$20,000,000.

COMMERCIAL AUTO LIABILITY insurance which shall include: coverage for owned and non-owned autos, with bodily injury liability limits not less than \$5,000,000 per person, per occurrence and property damage liability limits of not less than \$500,000 per occurrence.

WORKER'S COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

PROPERTY AND FIRE INSURANCE, shall be provided to protect: (a) Real Property, against risk of direct loss, commonly known as Special Form, (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 the Charter School. If any District property is leased, rented or borrowed, it shall also be insured by the Charter School in the same manner as (a) and (b) above.

ERRORS AND OMISSIONS INSURANCE, in an amount not less than \$20,000,000. All of the Charter School's insurance required by the Charter or this MOU (i) shall name the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District Personnel") as additional insured's; (ii) shall contain no special limitations on the scope of protection afforded to District and District Personnel; (iii) shall be primary insurance, notwithstanding any terms to the contrary therein, and any insurance or self-insurance maintained by the District and/or District Personnel shall be in excess of the Charter School's insurance and shall not contribute with it, despite any terms therein to the contrary; (iv) shall be "occurrence" rather than "claims made" insurance, with the exception of educators' legal liability insurance; and (v) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

Each of the Charter School's insurance policies shall be endorsed to state that coverage shall not be suspended, voided, canceled, 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 District by U.S. mail, certified, or by personal delivery. In addition to such notice provided to District by the insurer, the Charter School shall also provide District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any such insurance policy or policies.

The acceptance by the District of the above required insurance does not serve to limit the liability or responsibility of the insurer or the Charter School to the District.

Each insurance policy shall be endorsed to state that the insurer shall waive all rights of subrogation against the District and District Personnel.

The Charter School shall furnish District with duplicate originals of insurance policies and original endorsements effecting coverage required by this MOU which shall be received and approved by District no later than thirty (30) days after execution of this MOU. The duplicate

originals and original endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf. (See Exhibit 26 for copies of insurance policies.) The procuring of such insurance or the delivery of duplicate originals and endorsements evidencing the same shall not be construed as a limitation on Charter School's obligation to indemnify the District and District Personnel.

The limits of liability described above shall apply only to indemnity available under the respective policies. Defense costs and attorney's fees shall not reduce the amounts available under the limits of liability under those respective policies.

Any deductibles or self-insured retentions must be declared to and approved by the District.

The Charter School shall promptly respond to all inquiries from the District regarding claims against the Charter School and/or its outstanding insurance liability.

All of the District's insurance required by the Charter or this MOU (i) shall name the Charter School and its Board of Directors, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District Personnel") as additional insured's; (ii) shall contain no special limitations on the scope of protection afforded to Charter School or Charter School Personnel; (iii) shall be primary insurance, notwithstanding any terms to the contrary therein, and any insurance or self-insurance maintained by the Charter School and/or Charter School Personnel shall be in excess of the District's insurance and shall not contribute with it, despite any terms therein to the contrary; (iv) shall be "occurrence" rather than "claims made" insurance, with the exception of educators' legal liability insurance; and (v) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

Each of the District's insurance policies shall be endorsed to state that coverage shall not be suspended, voided, canceled, 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 Charter School by U.S. mail, certified, or by personal delivery. In addition to such notice provided to Charter School by the insurer, the District shall also provide Charter School with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any such insurance policy or policies.

The acceptance by the Charter School of the above required insurance does not serve to limit the liability or responsibility of the insurer or the District to the Charter School under the indemnification provisions above.

Each insurance policy shall be endorsed to state that the insurer shall waive all rights of subrogation against the Charter School and Charter School Personnel.

The District shall furnish Charter School with duplicate originals of insurance policies and original endorsements effecting coverage required by this MOU which shall be received by Charter School no later than thirty (30) days after execution of this MOU. The duplicate originals and original endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf. The procuring of such insurance or the delivery of duplicate originals and endorsements evidencing the same shall not be construed as a limitation

on District's obligation to indemnify the Charter School and/or Charter School Personnel as described above.

The limits of liability described above shall apply only to indemnity available under the respective policies. Defense costs and attorney's fees shall not reduce the amounts available under the limits of liability under those respective policies.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. – California Education Code Section 47605(g)

~~Olive Crest provides~~ The Charter School will contract for back office business services, to the Charter School including but not limited to: accounts payable, accounts receivable, budget, cash flow projections, monthly financial reports, human resources, payroll, PERS and STRS reporting, Information Technology ("IT"), property maintenance services, and marketing and advertising and fund development.

SCHOOL FACILITIES

The Charter School shall be located at one site within District boundaries. Currently, NOVA Academy ECHS is located at 2609 W. 5th Street, Santa Ana, CA 92703. (See Real Estate Lease attached as Exhibit 27). The floor plan for the Charter School is located within the lease, in Exhibit 27. The Charter School may seek to relocate to a different site within the District's boundaries during the renewal term. In this event, NOVA Academy ECHS will follow all applicable laws and District requirements regarding the relocation.

TRANSPORTATION

Transportation to and from school is the parental responsibility for families who choose to attend NOVA Academy ECHS, except as required by law for students with disabilities in accordance with a student's IEP.

AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. – California Education Code Section 47605(b)(5)(l)

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)(l) 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, and 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.

The NOVA Academy Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. 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.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The financial officer, along with the audit committee and relevant Charter School administrators, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under or over-reporting of greater than three percent (3%) total; in all other cases, NOVA Academy ECHS shall bear the cost of the audit.

Attached as Exhibit 28, please find the 2010-11 independent financial audit of NOVA Academy ECHS.

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. California Education Code Section 47605(b) (5)(P)

School Assets

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in

which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the district of District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for

entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Exhibit 15, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

INFORMATION EXCHANGE

NOVA Academy ECHS agrees to permit the District to inspect and receive copies of all records relating to the operation of NOVA Academy ECHS, including financial, personnel, and pupil records. NOVA Academy ECHS shall promptly comply with all such reasonable written requests in accordance with Education Code Section 47604.3. The records of the Charter School are public records under the California Public Records Act.

FUNDING

Direct Funded Charter School Status

NOVA Academy ECHS will act as its own fiscal agent and will receive the maximum revenue provided by law. The Charter School will meet all funding conditions and requirements imposed by city, state and federal mandates. The Charter School receives funding directly from the State of California through the County Office of Education in accordance with applicable law.

Any loan program, grant, or other funding which NOVA Academy ECHS obtains from any source, including without limitation, the State of California, shall provide that the District shall have no liability whatsoever for NOVA Academy ECHS's failure to pay. Future funding requests for City, redevelopment agency, CDBG, or empowerment zone funds shall be made in cooperation with the District, as detailed in the Memorandum of Understanding (if applicable). NOVA Academy ECHS and the District will abide by a joint public funding plan and proactive legislative advocacy plan detailed in the Memorandum of Understanding (if applicable). NOVA Academy ECHS will secure guarantors for any loans pursued prior to the date the Memorandum of Understanding (if applicable) is finalized.

NOVA Academy ECHS may secure funding without the pre-approval of the District.

SAUSD will cooperate as necessary with NOVA Academy ECHS for the Charter School to receive funding from new or "one-time" funding sources available to charter schools if NOVA Academy ECHS is eligible under State criteria. NOVA Academy ECHS will also receive funding from related legislation to the extent that NOVA Academy ECHS and its students

generate such entitlements. The Charter School shall have all rights pursuant to Education Code Section 47636 to negotiate for a share of operational funding from the services described therein.

NOVA Academy may accumulate financial reserves and revenues in excess of expenditures without limitation. It may invest its reserves according to NOVA Academy Board policies.

The District shall charge NOVA Academy ECHS for supervisory oversight of NOVA Academy ECHS up to any maximum permitted by law (currently described and limited in Education Code Section 47613). NOVA Academy ECHS 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 state or federal funds generated by ADA from this Charter may be transferred or used to start or operate any charter school in another district (whether or not the school is operating at the time this Charter is approved) without the prior approval of the District Board of Education.

External Grants

NOVA Academy ECHS may apply for and participate in externally funded projects, public or private. The District will support and help the Charter School in applying for externally funded projects. Likewise, the Charter 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.

VII. IMPACT ON THE DISTRICT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District – California Educational Code Section 47605(g).

This section is intended to fulfill the terms of California Educational Code Section 47605(g) and provides information regarding the potential civil liability effects of NOVA Academy ECHS on the District.

NOVA Academy ECHS shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Service Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the California Educational Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit 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 authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Charter School and District shall enter into a memorandum of understanding, wherein indemnity of the District for the actions of the Charter School under this charter shall be agreed upon.

The corporate bylaws of Charter School shall provide for indemnification of the NOVA Academy Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

Insurance amounts will be determined as stated above.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

INDEMNIFICATION

With the exception of the District's indemnification obligations related to the District's provision of special education services as specifically described in the charter above, and with the exception of any liability, claims or damages caused solely by the active negligence or willful misconduct of the District, the Charter School agrees to indemnify, defend, and hold harmless the District and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District Personnel") against any and all claims, demands, actions, causes of action, suits, losses,

expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel that may be asserted or claimed by any person, firm, or entity which may in any way arise out of or in connection with performance under the Charter by the Charter School, their board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns. The Charter School and its Board's obligation to defend the District and the other indemnities identified herein is not contingent upon there being an acknowledgment or determination of the merit of any claim, demand, action, cause of action, or suit.

VIII. OTHER CHARTER ELEMENTS

CHARTER TERM AND RENEWAL

The District Governing Board took action at its meeting of November 13, 2012, to approve renewal of NOVA Academy ECHS's Charter as revised and set forth in this written document, for a renewal term of five years, July 1, 2013 through and including June 30, 2018. The revised terms of this Charter (as set forth herein) shall go into effect immediately upon approval of renewal of the NOVA Academy ECHS Charter by the District Governing Board, and shall be in full force and effect for the term of the Charter renewal. The charter shall be submitted and considered for renewal in accordance with Education Code Section 47607.

INSPECTIONS

SAUSD may inspect or observe any part of NOVA Academy ECHS at any time, but shall endeavor to provide reasonable notice to the Director of Charter Schools or Principal of NOVA Academy ECHS prior to any observation or inspection. Inspection, observation monitoring, and oversight activities may not be assigned or subcontracted to a third party by SAUSD without the mutual consent of the NOVA Academy Board, except with respect to persons or entities with whom District may contract for the provisions of services to students with exceptional needs.

MATERIAL REVISIONS

Material revisions to this charter must be approved by SAUSD in accordance with Education Code Section 47607. The District shall review any proposed revisions to determine if they are material.

SEVERABILITY

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

DEBTS AND OBLIGATIONS

NOVA Academy ECHS 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.

NOVA Academy ECHS 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 NOVA Academy ECHS's sole responsibility.

NOVA Academy ECHS shall require that the following language is included in any and all contracts entered into by those entities:

NOVA Academy Early College High School and/or NOVA Academy, Inc. 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 NOVA Academy Early College High School and/or NOVA Academy Inc.'s sole responsibility.

INDEPENDENT ENTITY

NOVA Academy ECHS and NOVA Academy, Inc., and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. Santa Ana Unified School District and NOVA Academy ECHS/NOVA Academy, Inc. shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of NOVA Academy ECHS and/or NOVA Academy, Inc.

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.

AGENDA ITEM BACK-UP SHEET
September 9, 2014

Board Meeting

TITLE: Authorization to Award a Contract for Purchase of Frozen, Refrigerated, Processed Commodity and Dry Food Products, and Services to A&R Food Distributors

ITEM: Action

SUBMITTED BY: Stefanie P. Phillips, Ed. D., Deputy Superintendent, Operations, CBO

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores
Mark Chavez, Director, Nutrition Services

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to award a contract for the purchase of frozen, refrigerated, processed commodity and dry food products, and services to A&R Food Distributors.

RATIONALE:

At its June 10, 2014 meeting, the Board authorized staff to obtain Request for Proposals (RFP) for the purchase of frozen, refrigerated, processed commodity and dry food products, and services. Proposal submissions were evaluated by a panel of District staff for cost of goods and services, current customer K-12 performance and experience, ability to integrate with the Districts technology process, delivery and implementation planning, social responsibility, marketing opportunities for the District, and training opportunities for District staff.

The RFP was advertised, as legally required, in the *Orange County Register*. Eleven vendors received proposal documentation and two submitted proposals. Staff recommends the award to A&R Food Service Distributors, which offered the best overall solution for the District, and ranked highest in scoring by panel members. Vendor selection is in compliance with Board Policy and Education Code Section 20118.2.

RFP Panel Members Combined Ranking:

Qualified Submitters	RFP Ranking Frozen/Refrigerated Goods	RFP Ranking Dry Goods
A&R Food Distributors	198/205	198/205
Gold Star Foods	191.4/205	191.4/205

FUNDING:

FUND 13: Cafeteria Fund

RECOMMENDATION:

Authorize staff to award a contract for the purchase of frozen, refrigerated, processed commodity and dry food products, and services to A&R Food Distributors, pursuant to Request for Proposals No. 02-15, renewable yearly for a period not to exceed three years.

SP:mm

AGENDA ITEM BACKUP SHEET**September 9, 2014****Board Meeting**

TITLE: Authorization to Amend Lease Agreement Between Santa Ana Unified School District and Los Angeles SMSA Limited Partnership, dba Verizon Wireless, for an Existing Wireless Telecommunications Facility on the Saddleback High School Campus

ITEM: Action

SUBMITTED BY: Joe Dixon, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Jessica Mears, Facilities Planner

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to amend the lease agreement between Santa Ana Unified School District and Los Angeles SMSA Limited Partnership, dba Verizon Wireless ("Verizon Wireless"), for an existing wireless telecommunications facility on the Saddleback High School campus.

RATIONALE:

On May 23, 2013, the District and Verizon Wireless entered into a lease agreement for use of portions of Saddleback High School for a wireless telecommunications facility. This first amendment to the agreement will allow Verizon Wireless to design, construct, and maintain certain "dark fiber" and upgraded equipment for a lump-sum payment of \$10,000 to the District.

FUNDING:

Payment by Verizon Wireless: \$10,000

RECOMMENDATION:

Authorize the first amendment to the lease agreement between Santa Ana Unified School District and Los Angeles SMSA Limited Partnership, dba Verizon Wireless, for an existing wireless telecommunications facility on the Saddleback High School campus.

**FIRST AMENDMENT TO JOINT-USE AGREEMENT AND LEASE
BETWEEN SANTA ANA UNIFIED SCHOOL DISTRICT AND
LOS ANGELES SMSA LIMITED PARTNERSHIP, DBA VERIZON WIRELESS**

THIS FIRST AMENDMENT (“Amendment”) is made this ____ day of _____, 2014, by and between the Santa Ana Unified School District, a California public school district (“District” or “Landlord”) and the Los Angeles SMSA Limited Partnership, dba Verizon Wireless (“Verizon Wireless” or “Tenant”). Landlord and Tenant may be individually referred to herein as “Party” or collectively as “Parties.”

RECITALS

1. District owns and operates the Saddleback High School, which is located at 2802 S. Flower Street, Santa Ana, California (APN: 410-012-09) (“School”).
2. The District and Tenant entered into a “Joint-Use Agreement and Lease” (“Agreement”), dated May 23, 2013, to allow Tenant to design, construct, modify, operate, and maintain a wireless telecommunications facility.
3. The District and Tenant now intend to mutually amend the Agreement to allow Tenant to design, construct, modify, and maintain certain “dark fiber” and related equipment (collectively, the “Dark Fiber”) for additional Rent.

NOW THEREFORE, for valuable consideration, receipt of which is hereby acknowledged, District and Verizon Wireless agree as follows:

1. Exhibit “B”, entitled “Description of Premises, including Existing Tenant Improvements” is hereby deleted and replaced with the attached Exhibit “B”, entitled “Description of Premises, including Existing Tenant Improvements,” which adds the two-page “Site Plan” and two-page “Topographic Survey” for the “Art Center Dark Fiber” site.
2. The following is added to section 2 “Use of Premises”:

“2.1. Landlord agrees to allow use of the Premises by Tenant to design, construct, modify, and maintain the Dark Fiber, as more fully described in **Exhibit “B.”** Notwithstanding, designations in **Exhibit “B,”** Tenant shall have non-exclusive, joint-use of the Premises for purposes of the Dark Fiber, but Tenant shall not have an easement as designated in **Exhibit “B.”**”
3. The following is added to section 8.1:

“Landlord hereby consents to the alterations, additions and improvements to the Property that are described and depicted on Exhibit “B.””

Specifically, Landlord consents to Tenant installing the Dark Fiber extending from Tenant's existing Premises, across the Property, to an existing utility pole, all as more particularly described and depicted on Exhibit "B." Landlord and Tenant agree that Tenant may install any and all conduits, cables, equipment, radios and hardware necessary for the Dark Fiber. The parties acknowledge and agree that upon full execution of this Amendment and installation of the Dark Fiber, such Dark Fiber shall be deemed part of the Premises for all purposes herein."

4. The following is added to section 11 "Rent":

"11.7. In addition to Rent, Tenant shall pay Landlord a one-time payment in the amount of Ten Thousand Dollars (\$10,000.00) which one-time payment shall be due and payable by October 1, 2014."

The parties hereto have executed this Amendment as of the date set forth above.

ACCEPTED AND AGREED on the date indicated below:

Dated: _____, 2014

Santa Ana Unified School District

By: _____

Print Name: _____

Print Title: _____

Dated: _____, 2014

**Los Angeles SMSA Limited Partnership,
dba Verizon Wireless**

By: AirTouch Cellular

Its: General Partner

By: _____

Print Name: Brian Mecum

Print Title: Area Vice President Network

[ATTACH REVISED EXHIBIT "B"]

Exhibit "B"

Description of Premises, including Existing Tenant Improvements

The "Premises" that are being leased to Tenant is described below and indicated on the attached site map:

[ATTACH SITE MAP INDICATING AREAS, STRUCTURES, AND EQUIPMENT THAT ARE PART OF THE PREMISES]

[SPECIFICALLY DESCRIBE THE TYPE OF EQUIPMENT THAT IS BEING INSTALLED ON THE PREMISES, INCLUDING CAPACITY, TYPE, SIZE, ETC.]

The Premises consists of 1,500 square feet of space, a portion of which is described below:

~~THESE PORTIONS OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 10 WEST, IN THE LAND ALLOTTED TO JAMES MCFADDEN IN DECREE OF PARTITION OF THE RANCHO SANTIAGO DE SANTA ANA, RECORDED IN BOOK "B" OF JUDGMENTS OF THE 17TH JUDICIAL DISTRICT COURT OF CALIFORNIA, LOCATED IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA, DESCRIBED AS FOLLOWS:~~

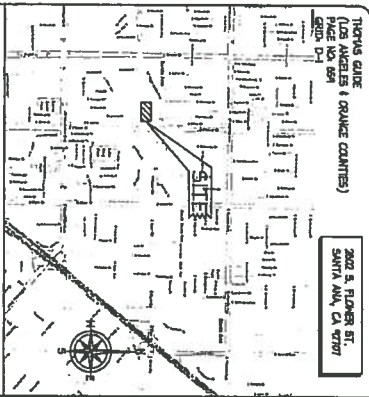
PARCEL 1:

COMMENCING AT THE CENTERLINE INTERSECTION OF FLOWER STREET & SEGERSTROM AVENUE; THENCE ALONG THE CENTERLINE OF SAID FLOWER STREET SOUTH 00°38'16" WEST 437.55 FEET; ~~THENCE NORTH 89°24'48" WEST 54.87 FEET; THENCE SOUTH 01°17'35" WEST 135.78 FEET; THENCE SOUTH 61°19'35" WEST 355.20 FEET; THENCE SOUTH 32°21'25" EAST 36.36 FEET; THENCE SOUTH 61°02'52" WEST 355.98 FEET; THENCE SOUTH 29°25'14" EAST 58.59 FEET; THENCE SOUTH 60°34'46" WEST 72.55 FEET TO A POINT HEREFTER REFERRED TO AS POINT "A"; THENCE NORTH 29°25'14" WEST 10.00 FEET TO THE POINT OF BEGINNING; THENCE SOUTH 60°34'46" WEST 3.77 FEET; THENCE NORTH 29°32'33" WEST 11.75 FEET; THENCE NORTH 60°38'00" EAST 11.76 FEET; THENCE SOUTH 27°35'37" EAST 11.74 FEET; THENCE SOUTH 60°34'46" WEST 7.59 FEET TO THE POINT OF BEGINNING.~~

PARCEL 2:

COMMENCING AT SAID POINT "A" THENCE SOUTH 28°52'37" EAST 26.27 FEET TO THE POINT OF BEGINNING; THENCE SOUTH 61°07'23" WEST 22.33 FEET; THENCE SOUTH 29°00'37" EAST 42.42 FEET; THENCE NORTH 61°07'23" EAST 31.98 FEET; THENCE NORTH 28°32'38" WEST 42.42 FEET; THENCE SOUTH 61°07'23" WEST 10.00 FEET TO THE POINT OF BEGINNING.

Equipment includes an approximate 22' x 22' equipment shelter, utility boxes and equipment, a 69' monopole telecommunications tower with 12 panel antennas and one microwave dish installed.



ART CENTER
2802 S. FLOWER ST.
SANTA ANA, CA 92707

ART CENTER

verizonwireless

REV.	DATE/MT	REVISION DESCRIPTION
0	05-08-12	CONSTRUCTION SET
	MT	
1	05-09-12	DATA PLANCHER
	MT	



644 ATLANTA AVENUE, #504
HARTINGTON BEACH, CA 90346

✓
verizonwireless

ISSOS SAND CANYON AVE.
BUILDING 17, 1st. FLOOR
IRVINE, CA 92618
PHONE (949) 264-7000

ACCO
ARCHITECTS - INC.
3610 ENTERPRISE WAY #400
LAKE FOREST, CA 92630
TEL: 949-716-9940
FAX: 949-281-0706



SITE NAME	ART CENTER
SITE ADDRESS	2802 S. FLOWER ST. SANTA ANA, CA 92707
SHEET TITLE	

TITLE SHEET	
DRAWING INFO	
DRG. NAME 11	DRAWN BY MY
DATE 02-29-12	
SHEET NUMBER	

[illegible][illegible]

<p>PLAN VERIFICATION</p> <p>CONTRACTOR SHALL VERIFY ALL PLANS AND EXISTING CONDITIONS AND CONDITIONS ON THE JOB SITE AND SHALL IMMEDIATELY NOTIFY THE ARCHITECT IN WRITING OF ANY DISCREPANCIES BEFORE PROCEEDING WITH THE WORK OR BE RESPONSIBLE FOR SAME.</p>		<p>GENERAL CONTRACTOR NOTES</p>	<p>THIS REPRODUCED PROJECT CONSISTS OF THE REGULATION OF A 30 HP MOTOR DRIVEN GENERATOR TO BE USED FOR THE PRODUCTION OF ELECTRICITY IN THE EVENT OF A MAJOR CATASTROPHE CAUSING ELECTRICAL POWER FAILURE.</p> <p>PROJECT DESCRIPTION</p>	<table><tr><td>T-1</td><td>TITLE SHEET</td></tr><tr><td>A-1</td><td>SITE PLAN</td></tr><tr><td>A-2</td><td>DETAILED SITE PLAN</td></tr><tr><td>A-3</td><td>ARCHITECTURAL ELEVATIONS</td></tr><tr><td>A-4</td><td>ARCHITECTURAL DETAILS</td></tr><tr><td>A-5</td><td>300K WALKER GENERATOR AND PUL. TANK DRAWINGS (FOR REFERENCE ONLY)</td></tr><tr><td>S-1</td><td>FOUNDATION PLAN NOTES AND DETAILS</td></tr><tr><td>E-1</td><td>ELECTRICAL SITE PLAN AND GROUNDING PLAN</td></tr><tr><td>E-2</td><td>SINGLE LINE DIAGRAM AND ELECTRICAL DETAILS</td></tr><tr><td>E-3</td><td>300K WALKER GENERATOR, PUL. TANK, AND PNEUMATIC SPECIFICATIONS (FOR REFERENCE ONLY)</td></tr></table>	T-1	TITLE SHEET	A-1	SITE PLAN	A-2	DETAILED SITE PLAN	A-3	ARCHITECTURAL ELEVATIONS	A-4	ARCHITECTURAL DETAILS	A-5	300K WALKER GENERATOR AND PUL. TANK DRAWINGS (FOR REFERENCE ONLY)	S-1	FOUNDATION PLAN NOTES AND DETAILS	E-1	ELECTRICAL SITE PLAN AND GROUNDING PLAN	E-2	SINGLE LINE DIAGRAM AND ELECTRICAL DETAILS	E-3	300K WALKER GENERATOR, PUL. TANK, AND PNEUMATIC SPECIFICATIONS (FOR REFERENCE ONLY)
T-1	TITLE SHEET																							
A-1	SITE PLAN																							
A-2	DETAILED SITE PLAN																							
A-3	ARCHITECTURAL ELEVATIONS																							
A-4	ARCHITECTURAL DETAILS																							
A-5	300K WALKER GENERATOR AND PUL. TANK DRAWINGS (FOR REFERENCE ONLY)																							
S-1	FOUNDATION PLAN NOTES AND DETAILS																							
E-1	ELECTRICAL SITE PLAN AND GROUNDING PLAN																							
E-2	SINGLE LINE DIAGRAM AND ELECTRICAL DETAILS																							
E-3	300K WALKER GENERATOR, PUL. TANK, AND PNEUMATIC SPECIFICATIONS (FOR REFERENCE ONLY)																							
<p>SHEET INDEX</p>																								

PROJECT NO. 123456789

DATE: 10/26/2023

SCALE: AS SHOWN

BY: J. SMITH

CHECKED: M. JONES

APPROVED: D. ROBERTS

PROJECT LOCATION: 123 MAIN ST, ANYTOWN, CA 90210

CLIENT: ABC COMPANY

DESIGNER: XYZ ENGINEERING

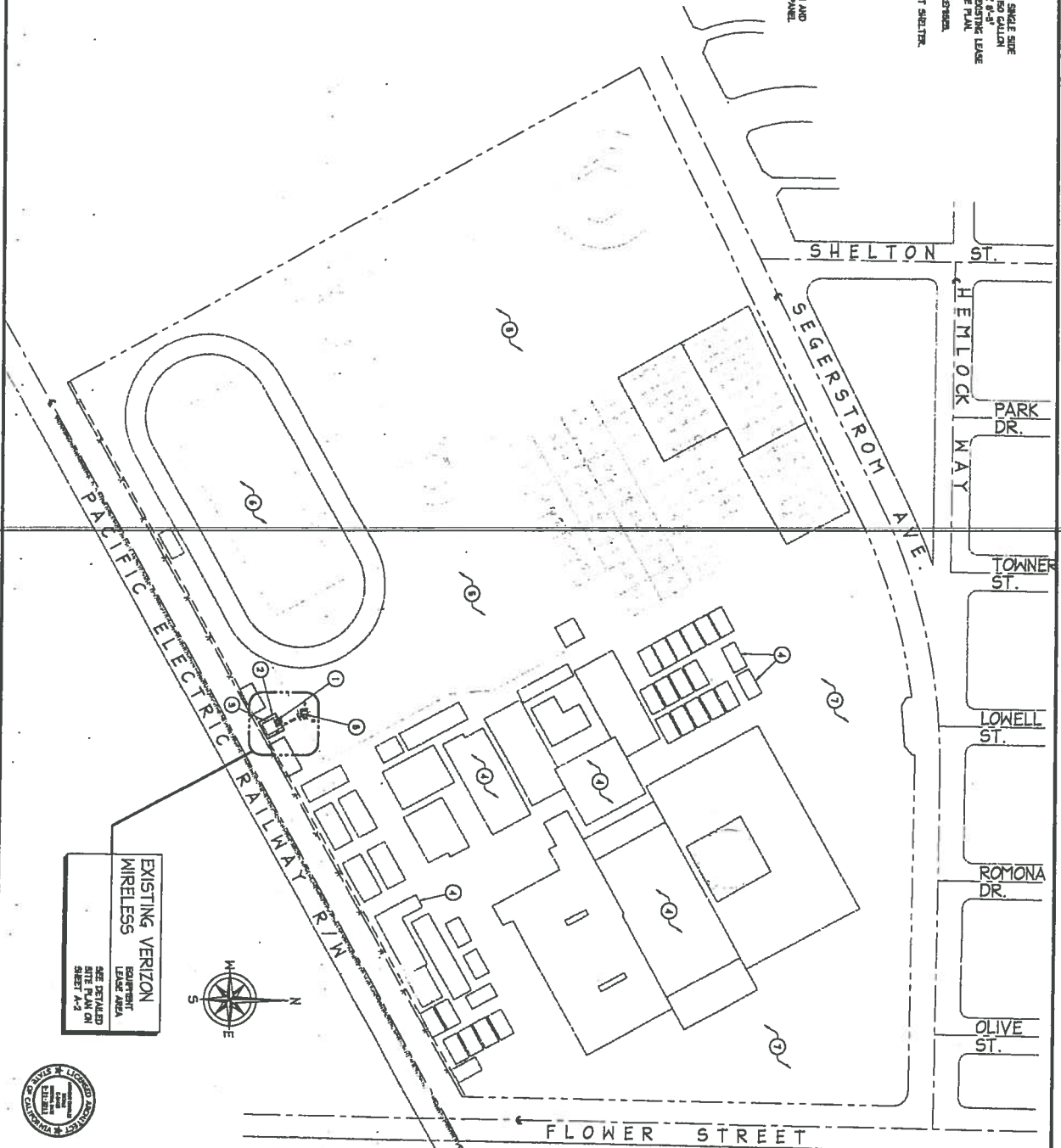
CONTRACTOR: DEF CONSTRUCTION

NOTES: SEE ALL ATTACHED SHEETS FOR DETAILS AND SPECIFICATIONS.

NOTES:

1. NEW VERIZON WIRELESS 3000 CELLAR WIRELESS SINGLE SIZE SERVICE PREPARED BACKUP OPERATOR WITH 80 GALLON DIESEL FUEL TANK MOUNTED ON A NEW 8'-2" X 8'-3" CONCRETE SPILL CONTAINMENT PAD WITHIN AN EXISTING LEASE AREA. REFER TO SHEET A-2 FOR DETAILED SITE PLAN.
2. EXISTING VERIZON WIRELESS 32' X 27' LEASE PROPERTY.
3. EXISTING VERIZON WIRELESS 22' X 22' EQUIPMENT SHELTER.
4. EXISTING BUILDING, TYPICAL.
5. EXISTING GRASS AREA.
6. EXISTING TRUCK AND FIELD.
7. EXISTING PARKING AREA.
8. EXISTING VERIZON WIRELESS 40' HIGH TOWER/PLANT AND LOCATION OF (1) EXISTING VERIZON WIRELESS PANEL ANTENNA, AND (1) TRIPLE-ACT ANTENNA.

SITE PLAN



EXISTING VERIZON
WIRELESS
EQUIPMENT
LEASE AREA
SEE DETAILED
SITE PLAN ON
SHEET A-2



SCALE:
1" = 60'

REV.	DATE	REVISION DESCRIPTION
0	08-26-12	CONSTRUCTION SET
1	08-26-12	ISSA PLANDER
1	08-26-12	IT

CONSULTANT

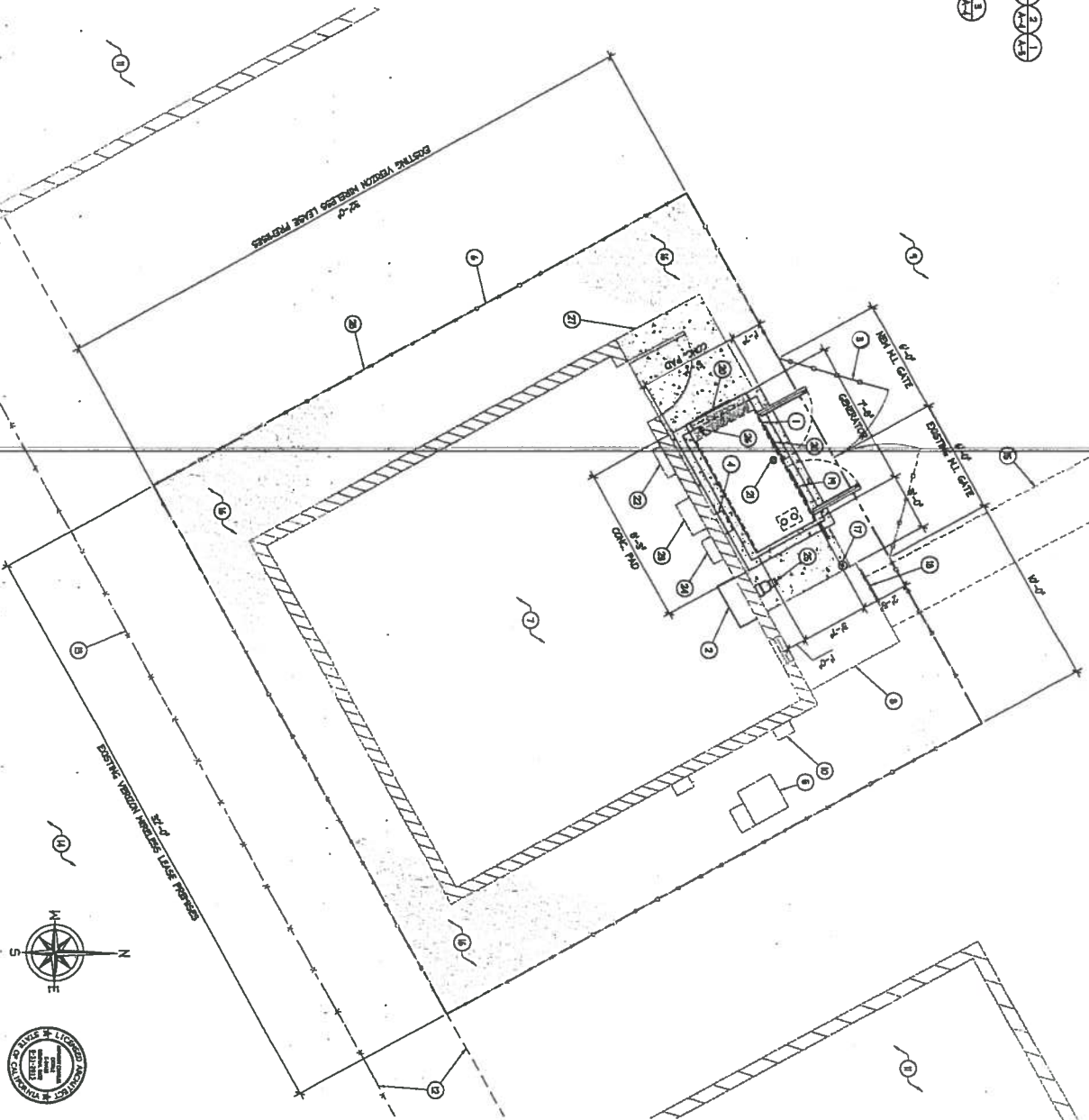
milestone
wireless
940 ATLANTA AVENUE, 5504
HAWTHORNE BEACH, CA 92646
SITE BUILDER

verizon wireless
8525 SAND CANYON AVE.
BUILDING 17, 1st FLOOR
PHONE (714) 346-1000
A/E PREPARED BY:

ACCO
ARCHITECTS - INC.
2610 ENTERPRISE WAY #600
LAKE FOREST, CA 92650
TEL: 949-716-4940
FAX: 949-247-4785
ENGINEER

SITE NAME	ART CENTER
SITE ADDRESS	2002 S. FLOWER ST. SANTA ANA, CA 92701
SHEET TITLE	SITE PLAN
DWG. NAME	DRAWING BY: DATE:
AI	IT
SHEET NUMBER	A-1

- [illegible]



DETAILED SITE PLAN

SCALE
1" = 11'-0"

REV.	DATE/TIME	REVISION DESCRIPTION
0	09-06-12 HT	CONSTRUCTION SET
1	09-08-12 HT	DS4 PLANCHER

CONSELL TANT:



milestone
wireless

HUNTINGTON BEACH, CA 92646
SITE BUILDERS

verizonwireless

LIFE DEVELOPMENT

AEO
ARCHITECTS - INC.
26170 ENTERPRISE WAY #6000
LAKE FOREST, CA 92450
TEL 949-716-9940
FAX: 949-271-4788

EXAMINER

SITE INFO

ART CENTER

SITE ADDRESS:

2802 S. FLOWER ST.
SANTA ANA, CA 92707

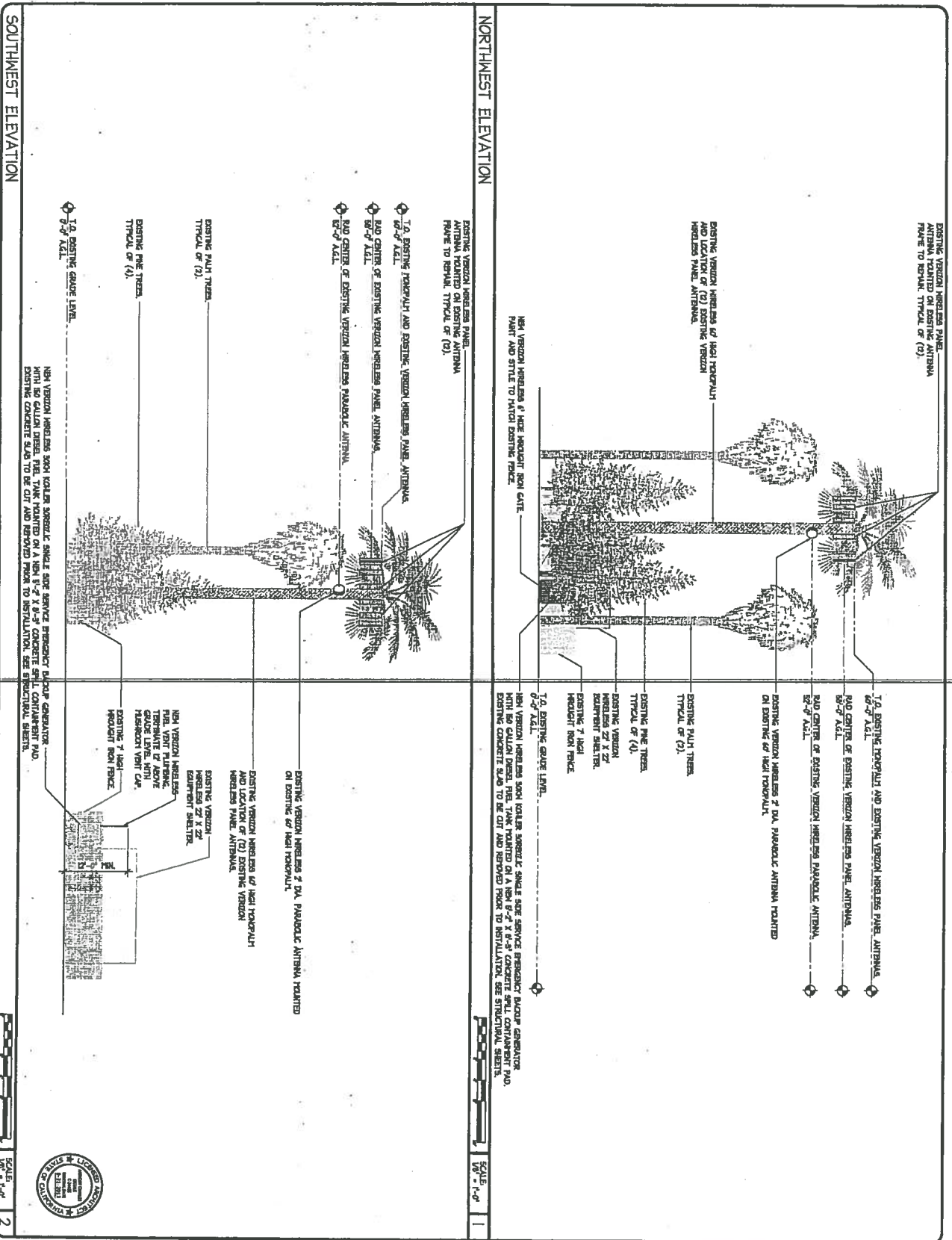
Abstract

DETAILED SITE PLAN

DATE	DRAWN BY	DATE
11/11/11	11/11/11	11/11/11

SHEET NUMBER

Δ



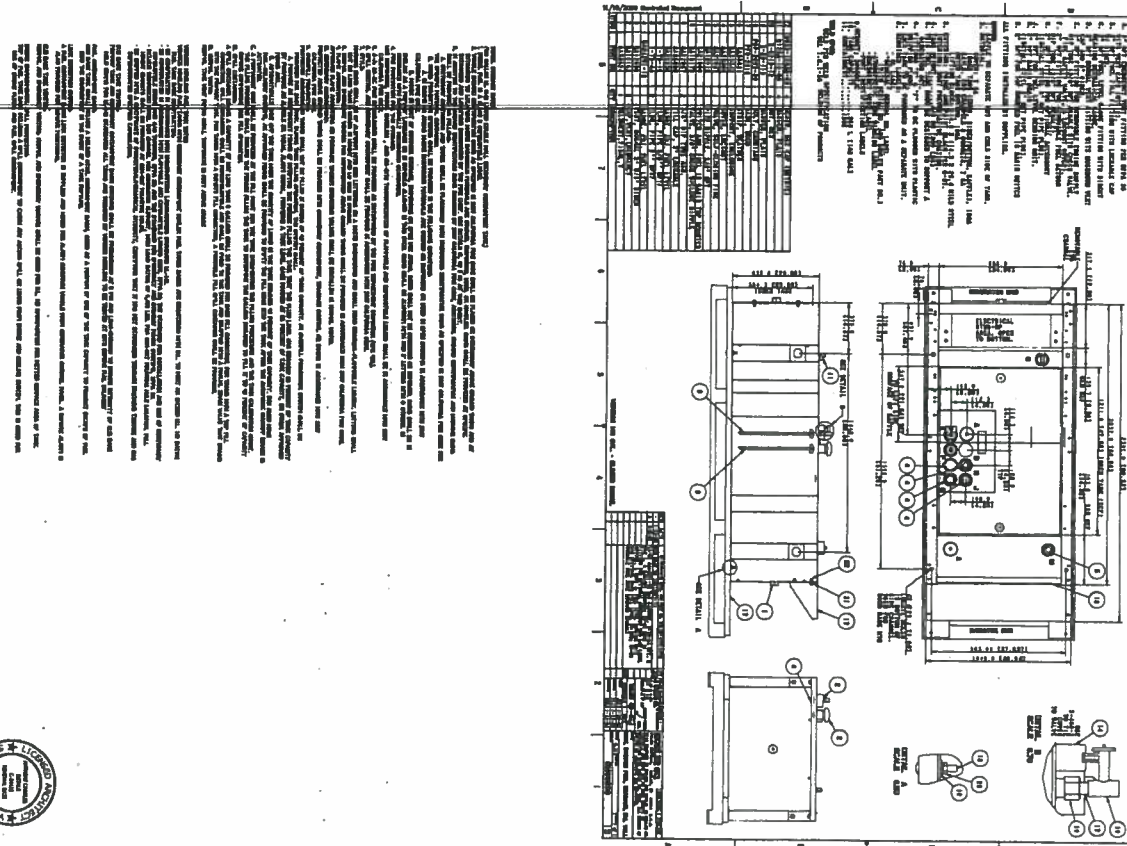
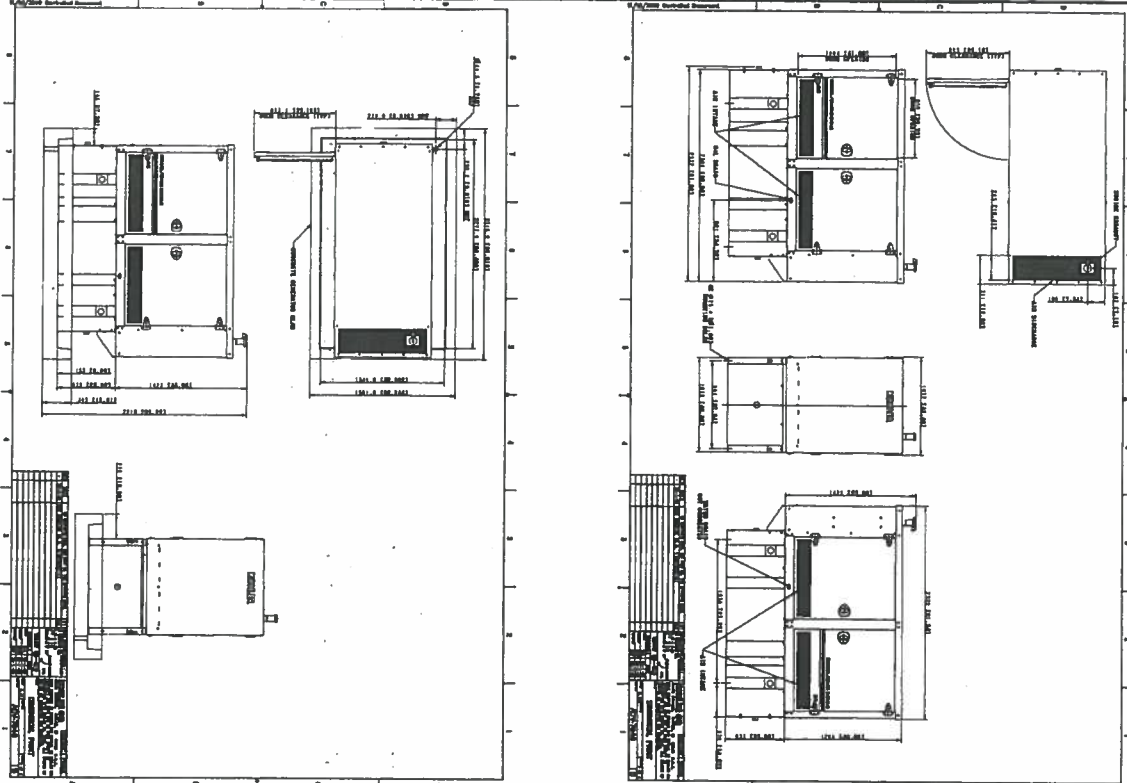
REVISION DESCRIPTION 0 08-22 CONSTRUCTION SET 1 08-22 DSA PLANCHER II III	DATE 08-22 08-22 08-22	CONSTRUCTION SET DSA PLANCHER II III
--	--	--

CONSULTANT 544 ATLANTA AVENUE, 5504 HAWTHORNE BEACH, CA 92546 SITE BUILDER	ARCHITECT 2400 ENTERPRISE WAY #400 LAKE FOREST, CA 92530 TEL: 949-716-4400 FAX: 949-261-4705	OWNER ART CENTER 2002 S. FLOWER ST. SANTA ANA, CA 92707
--	---	---

DATE 08-22 08-22 08-22	DATE 08-22 08-22 08-22	DATE 08-22 08-22 08-22
--	--	--

ARCHITECTURAL ELEVATIONS SHEET NUMBER A-3
--

30KM KOHLER GENERATOR AND FUEL TANK DIMENSIONS (FOR REFERENCE ONLY)



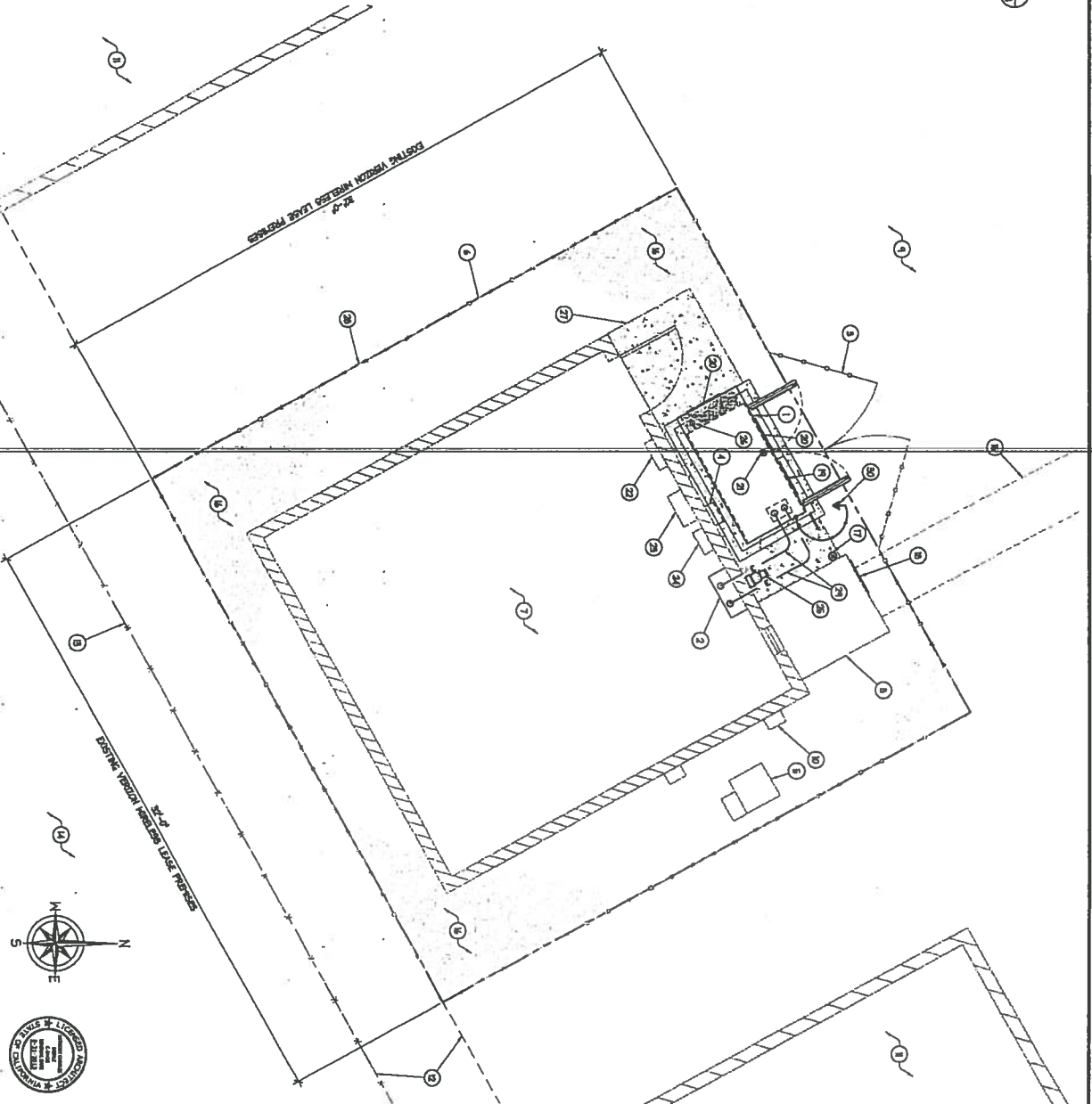
SCALE NTA 1



30KM KOHLER GENERATOR AND FUEL TANK DIMENSIONS DRAWING NO. 10000 DATE 02-24-12 SHEET NUMBER 1	ART CENTER 2002 S. FLOWER ST. SANTA ANA, CA 92707	ACCO ARCHITECTS - INC. 2670 ENTERPRISE WAY #600 LAKE FOREST, CA 92650 TEL: 949-716-4940 FAX: 949-271-4780	verizon wireless 8555 SAND CANYON AVE. BUILDING 10, 10TH FLOOR HAWAIIAN BEACH, CA 96746 PHONE (744) 246-7000	milestone wireless 940 ATLANTA AVENUE, 8504 HAWAIIAN BEACH, CA 96746 SITE BUILDER	REVISIONS 0 02-24-12 CONSTRUCTION SET 1 02-24-12 DCA PLANNER 2 02-24-12
---	--	--	---	---	---

- 

- 1 NEW VERNON HUBSAS 300V FLOOR MOUNTED SPACE SAVING TYPE REVERSE SWITCHING BLADE GENERATOR WITH 60 AMP/120V/208V RFL. TANK MOUNTED ON A 16H 6" X 6" CONCRETE SLAB. CONTAINMENT WALL, DRAINING CONCRETE SLAB TO BE CUT AND REINFORCED PRIOR TO INSTALLATION. SEE STRUCTURAL SHEETS.
- 2 NEW VERNON HUBSAS WALL MOUNTED AUTOMATIC TRANSFER SWITCH CONTROLLER TO VERIFY IT HAD 100% BACK FEEDING LOCATION. MOUNT AND STYLE TO MATCH EXISTING FINISH.
- 3 NEW VERNON HUBSAS 40 VPS MOUNTED FOR BACK FEEDING MOUNT AND STYLE TO MATCH EXISTING FINISH.
- 4 EXISTING TRANSFORMER.
- 5 EXISTING VERNON HUBSAS 67 X 67 LUGS REINFORCED.
- 6 EXISTING VERNON HUBSAS 27 X 27 REINFORCED SHEETPI.
- 7 EXISTING VERNON HUBSAS 60V COLE SHEILD.
- 8 EXISTING VERNON HUBSAS 60V COLE SHEILD.
- 9 EXISTING DIRT ROAD.
- 10 EXISTING 110V BOX TO REPAIR.
- 11 EXISTING BUILDING, TYPICAL.
- 12 EXISTING 1/2 HURZ PUBLIC UTILITY ELEMENT.
- 13 EXISTING 2' HIGH CHALKING FENCE.
- 14 EXISTING 160VZ ELECTRIC MOUNTAIN RM.
- 15 EXISTING UNDERGROUND CONDUIT RUN TO EXISTING VERNON HUBSAS 67 HURZ MOUNTPI.
- 16 EXISTING 60VZ, 40VZ.
- 17 NEW VERNON HUBSAS FINE BRINCHESER (HURZ RATING OF 40 DC).
- 18 NEW VERNON HUBSAS 1/2 HURZ 60VZ MOUNTED ON EXISTING 60VZ COLE SHEILD.
- 19 NEW VERNON HUBSAS 1/2 HURZ 60VZ MOUNTED ON EXISTING 60VZ COLE SHEILD.
- 20 NEW VERNON HUBSAS 1/2 HURZ (NATURAL FIRE PROTECTION ASSOCIATION) PANEL 177 OF (2).
- 21 NEW VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 22 NEW VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 23 EXISTING VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 24 EXISTING VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 25 NEW VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 26 NEW VERNON HUBSAS 1/2 HURZ 1/2 HURZ 60VZ MOUNTED ON 1/2 HURZ 60VZ.
- 27 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 28 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 29 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 30 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 31 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 32 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 33 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 34 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 35 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 36 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 37 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 38 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 39 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 40 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 41 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 42 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 43 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 44 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 45 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 46 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 47 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 48 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 49 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 50 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 51 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 52 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 53 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 54 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 55 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 56 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 57 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 58 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 59 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 60 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 61 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 62 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 63 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 64 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 65 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 66 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 67 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 68 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 69 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 70 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 71 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 72 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 73 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 74 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 75 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 76 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 77 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 78 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 79 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 80 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 81 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 82 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 83 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 84 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 85 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 86 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 87 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 88 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 89 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 90 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 91 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 92 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 93 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 94 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 95 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 96 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 97 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 98 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 99 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.
- 100 EXISTING CONCRETE SLAB, PORTION AT NEW BE CUT AND REINFORCED.



ELECTRICAL SITE PLAN AND GROUNDING PLAN

SCALE
INCHES = 1'-0"



REV.	DATE/REV.	REVISION DESCRIPTION
0	09-04-02 MT	CONSTRUCTION SET
1	09-09-02 MT	DOA PLUMBING

CONSULTANT

The logo for Milestone Wireless, featuring the word "milestone" in a bold, sans-serif font, with "wireless" in a smaller font below it. To the right of the text is a stylized graphic of concentric arcs, resembling a signal or a stylized 'M'.

SITE BUILDER:
HUNTINGTON BEACH, CA 92648
3141 ALDENIA AVENUE #204



ARE DEVELOPMENTS

AECO
ARCHITECTS - INC.
2470 ENTERPRISE WAY #40
LAKE FOREST, CA 92630
TEL: 949-716-4940
FAX: 949-271-4766
ENGINEERS

Background

SITE INFO

ART CENTER

SITE ADDRESS:
2802 S. FLOWER ST.
SANTA ANA, CA 92707

SHEET TITLE

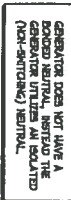
ELECTRICAL SITE
PLAN AND
GROUNDING PLAN

COALITION: 1990

DRAWING INFO		
DWG. NAME	DRAWN BY	DATE

三

1



-


SCHEMATA 2

REV.	DATE/REV.	REVISION DESCRIPTION
0	05-08-12	CONSTRUCTION SET
1	05-08-12	DEA PLANCHER

milestone
w i r e l e s s

5541 ATLANTA AVENUE, #504
HUNTINGTON BEACH, CA 92146

817-577-1000

 **verizon** wireless

15505 SAND CANYON AVE.
BUILDING 1st FL. FLOOR
IRVINE, CA 92618
PHONE (714) 264-7000

ACO
ARCHITECTS - INC.
2610 ENTERPRISE WAY #600
LIKE FORSINI, CA 92630
TEL. 949-716-9140
FAX. 949-291-4786

[illegible]

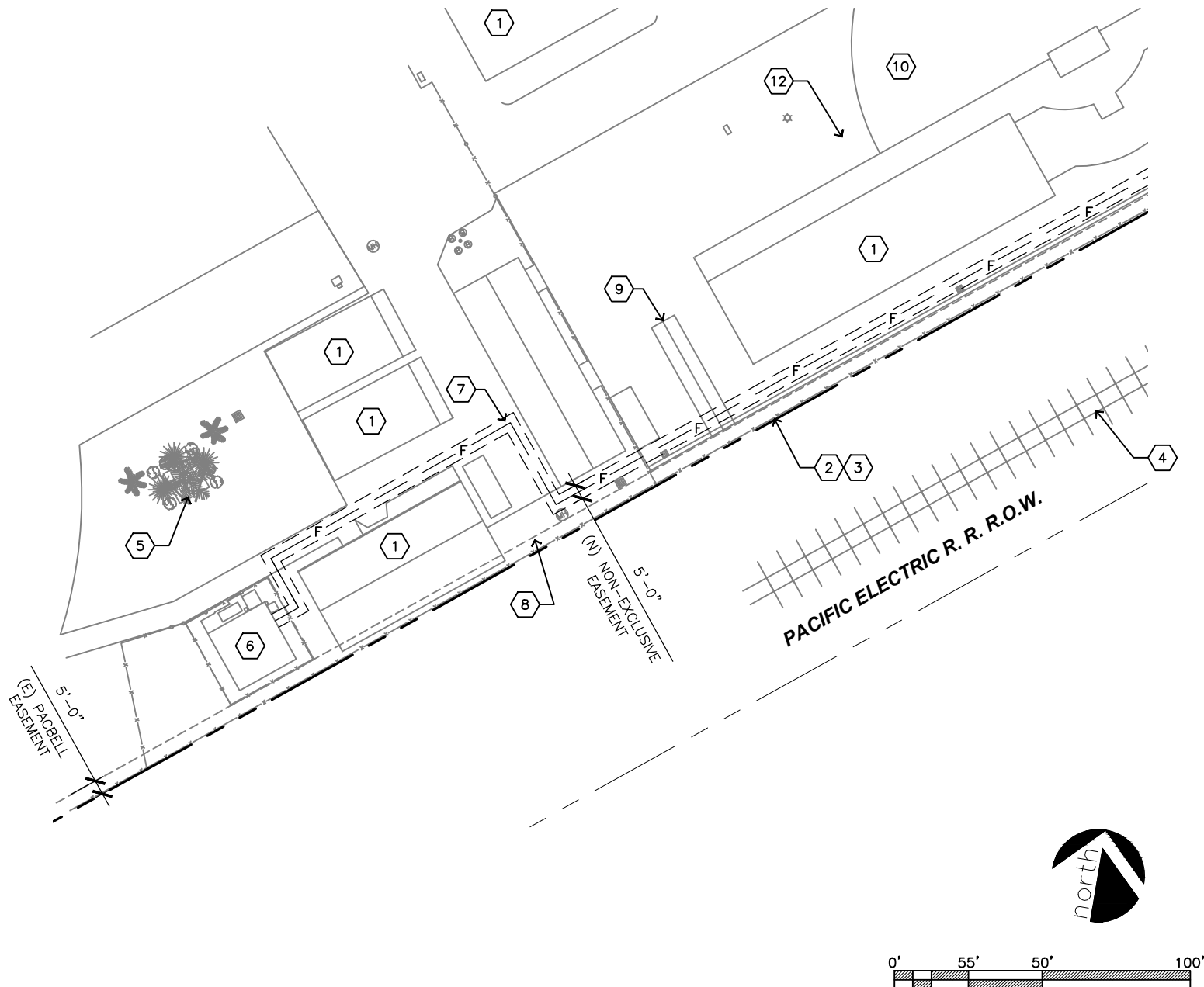
ART CENTER	SITE NAME:
2802 S. FLOWER ST. SANTA ANA, CA 92707	SITE ADDRESS:

DRAWING INFO		
SINGLE LINE DIAGRAM AND ELECTRICAL DETAILS		
DRG. NAME E	DRAWN BY MY	DATE 02-24-12
SHEET NUMBER		

E-2

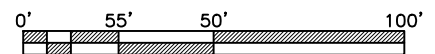
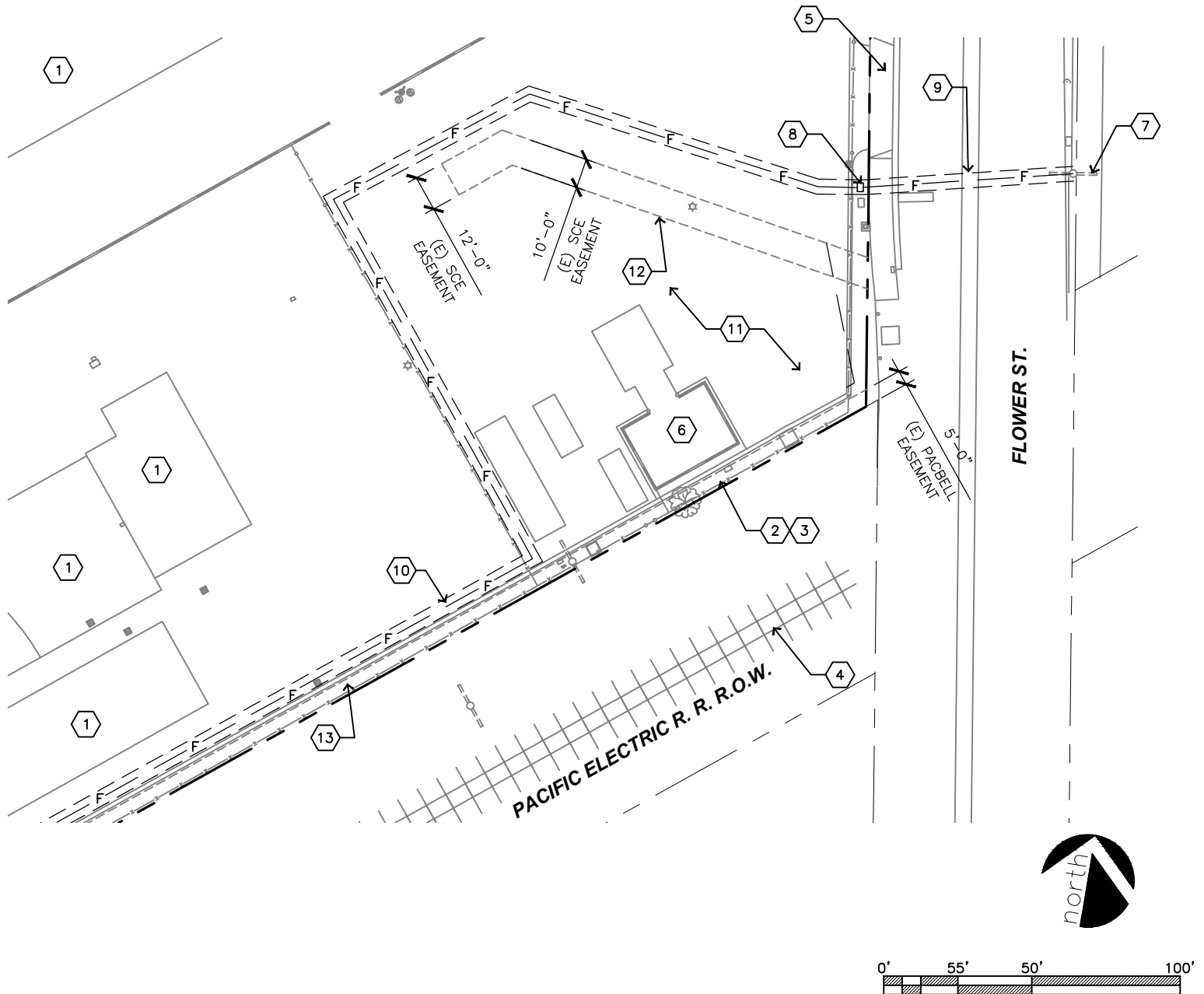
NOTES:

- (1) (E) BUILDING
- (2) (E) PROPERTY LINE
- (3) (E) CHAIN LINK FENCE
- (4) (E) PACIFIC ELECTRIC RAILWAY
- (5) (E) 67' HIGH MONOPALM
- (6) (E) 'VERIZON WIRELESS' EQUIPMENT BUILDING
- (7) (N) 'VERIZON WIRELESS' FIBER RUN IN A (N) 4"Ø U.G. CONDUIT IN (N) NON-EXCLUSIVE EASEMENT FROM (N) 2'x3' H.H. TO (E) EQUIPMENT SHELTER, (APPROX. 775'-0" V.I.F.)
- (8) (E) 5'-0" WIDE PACIFIC TELEPHONE EASEMENT
- (9) (E) STORAGE CONTAINER
- (10) (P) SCHOOL BUILDING UNDER SEPARATE CONTRACT



NOTES:

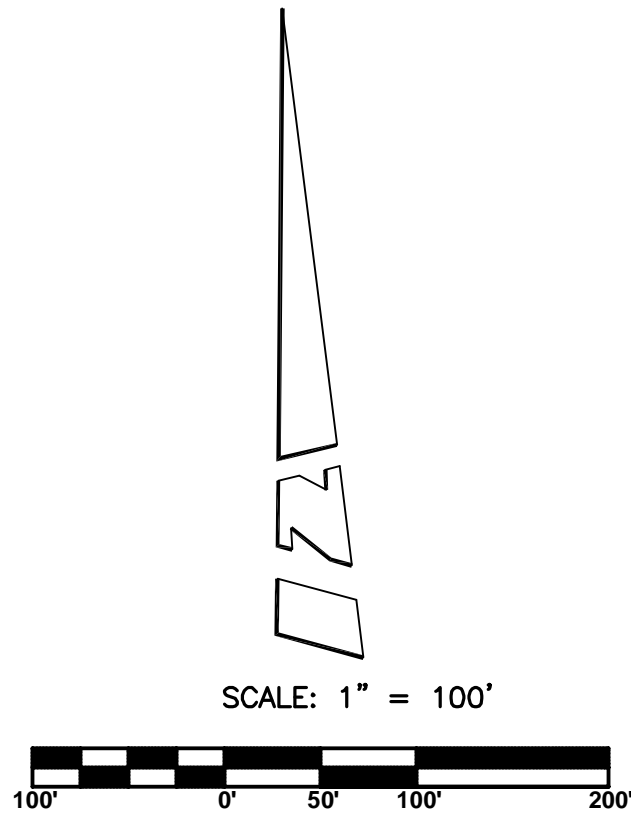
- (1) (E) BUILDING
- (2) (E) PROPERTY LINE
- (3) (E) CHAIN LINK FENCE
- (4) (E) PACIFIC ELECTRIC RAILWAY
- (5) (E) SIDEWALK
- (6) (E) TRASH ENCLOSURE
- (7) (E) UTILITY POLE, PROPOSED 'VERIZON WIRELESS' FIBER P.O.C.
- (8) (N) 2'x3' H.H. BY FTI
- (9) (N) 'VERIZON WIRELESS' FIBER RUN IN A (N) 4"Ø U.G. CONDUIT IN (N) NON-EXCLUSIVE EASEMENT FROM (E) UTILITY POLE TO (N) 2'x3' H.H., (APPROX. 77'-0" V.I.F.)
- (10) (N) 'VERIZON WIRELESS' FIBER RUN IN A (N) 4"Ø U.G. CONDUIT IN (N) NON-EXCLUSIVE EASEMENT FROM (N) 2'x3' H.H. TO (E) EQUIPMENT SHELTER, (APPROX. 775'-0" V.I.F.)
- (11) (E) PARKING LOT
- (12) (E) SCE PUBLIC UTILITIES EASEMENT
- (13) (E) PACBELL EASEMENT



15505 SAND CANYON AVE.,
BLDG. D, FIRST FLOOR
IRVINE, CA 92618
949-286-7000

SITE: ART CENTER DARK FIBER		PLAN: SITE PLAN	
SITE ADDRESS: 2802 S. FLOWER ST. SANTA ANA, CA 92707		SITE ACQUISITION SPECIALIST: MILESTONE WIRELESS - STEVE RAKHSHANI 714-606-7625	
DATE: 02/05/14	SCALE: 1"=50'-0"	PAGES: PAGE 2 OF 2	REV: 3
DRAWN BY: JWH		APPROVED BY: MJS	

LEASE EXHIBIT



LEGEND:

FOR LEGEND, SEE SHEET C-2

BASIS OF BEARINGS:

THE CENTERLINE OF FLOWER STREET, BEING NORTH 00°38'27" EAST PER PARCEL MAP, P.M.B. 80/3-4, RECORDS OF ORANGE COUNTY.

ASSESSOR'S IDENTIFICATION:

ORANGE COUNTY A.P.N. 410-012-07 & 09

AREA:

36.40± ACRES CALCULATED

BENCH MARK REFERENCE:

U.S.G.S. BENCH MARK "BM 37"

UNITED STATES GEOLOGICAL SURVEY BENCH MARK "BM 37" AS SHOWN ON THE "NEWPORT BEACH" 7.5 MINUTE QUADRANGLE MAP.

ELEVATION: 39.5 FEET A.M.S.L. (NAVD88) (DATUM VERIFIED IN FIELD TO BE WITHIN 1-A ACCURACY STANDARDS)

EASEMENT NOTES

EASEMENT(S) SHOWN HEREON ARE PER FIDELITY NATIONAL TITLE COMPANY, PRELIMINARY TITLE REPORT NO. 997-23037574-PP2, DATED AS OF OCTOBER 2, 2013.

4 AN EASEMENT GRANTED TO CITY OF SANTA ANA FOR ROAD, RECORDED AUGUST 24, 1956, IN BOOK 3623, PAGE 121, OF OFFICIAL RECORDS. (CONTAINED WITHIN SAN LORENZO AVE. AND SHELTON ST.)

5 AN EASEMENT GRANTED TO PACIFIC TELEPHONE AND TELEGRAPH COMPANY FOR PUBLIC UTILITIES, RECORDED JUNE 7, 1960, IN BOOK 5276, PAGE 33, OF OFFICIAL RECORDS.

6 AN EASEMENT GRANTED TO SOUTHERN CALIFORNIA EDISON COMPANY FOR PUBLIC UTILITIES, RECORDED JUNE 8, 1960, IN BOOK 5278, PAGE 168, OF OFFICIAL RECORDS.

7 AN EASEMENT GRANTED TO CITY OF SANTA ANA FOR STREET AND DRAINAGE, RECORDED AUGUST 4, 1960, IN BOOK 5360, PAGE 552, OF OFFICIAL RECORDS. (CONTAINED WITHIN FLOWER ST.)

8 AN EASEMENT GRANTED TO CITY OF SANTA ANA FOR STREET, RECORDED AUGUST 4, 1960, IN BOOK 5360, PAGE 555, OF OFFICIAL RECORDS. (CONTAINED WITHIN FLOWER ST.)

9 THE FACT THAT THE OWNERSHIP OF SAID LAND INCLUDES LIMITED RIGHTS OF INGRESS AND EGRESS TO THE LANDS LYING WEST OF THE LAND DESCRIBED AS PARCEL 1 IN THE EASEMENT ABOVE MENTIONED.

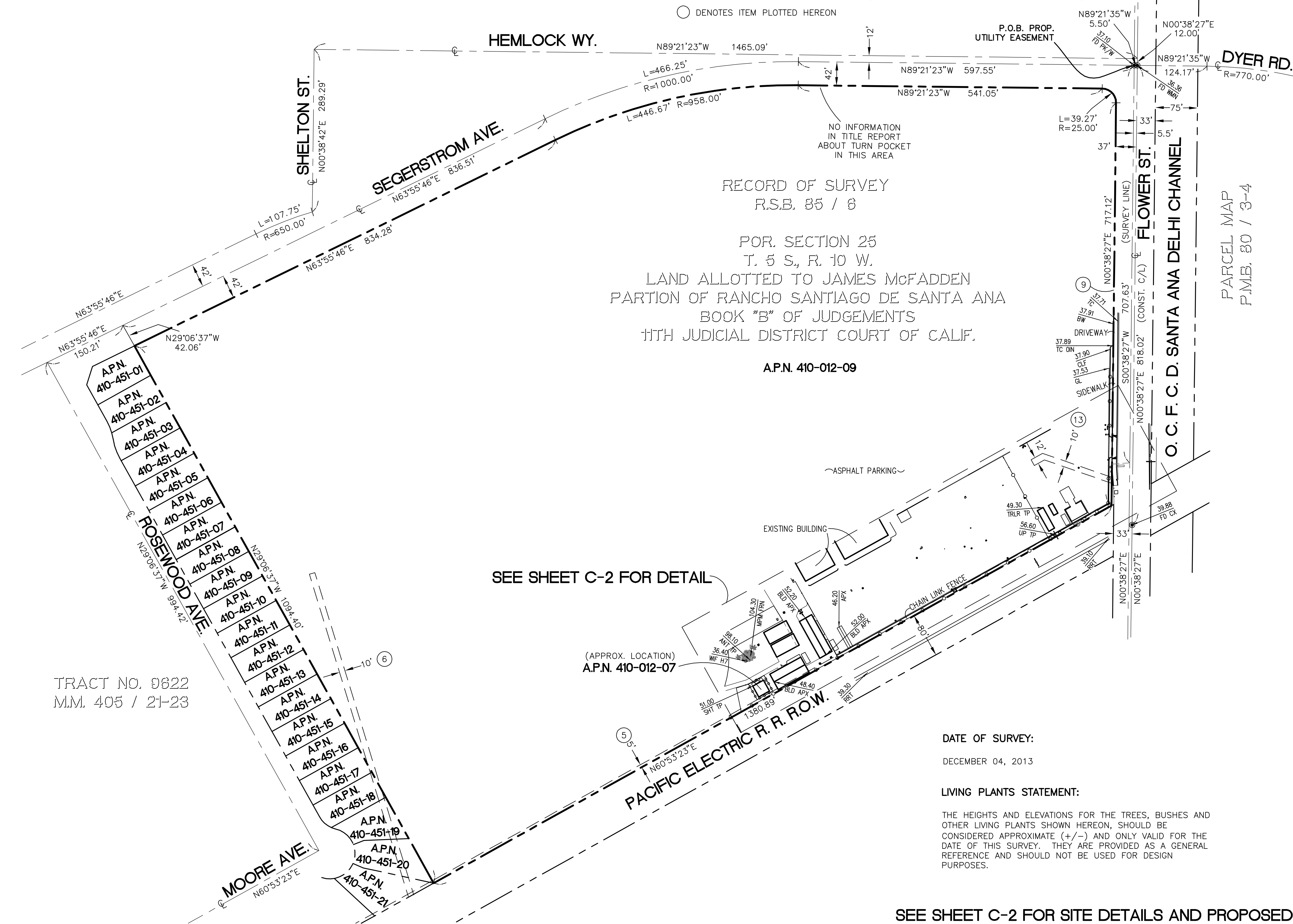
12 AN EASEMENT GRANTED TO CITY OF SANTA ANA FOR STREET, HIGHWAY AND PUBLIC UTILITIES, RECORDED OCTOBER 12, 1965, IN BOOK 7699, PAGE 848, OF OFFICIAL RECORDS. RE-RECORDED NOVEMBER 9, 1965, IN BOOK 7734, PAGE 641, OF OFFICIAL RECORDS. (CONTAINED WITHIN BRISTOL ST. AND SEGERSTROM AVE.)

13 AN EASEMENT GRANTED TO SOUTHERN CALIFORNIA EDISON COMPANY FOR PUBLIC UTILITIES, RECORDED DECEMBER 13, 1967, IN BOOK 8465, PAGE 205, OF OFFICIAL RECORDS.

14 A MEMORANDUM OF LEASE TO LOS ANGELES SMSA LIMITED PARTNERSHIP, RECORDED MAY 14, 1992, AS INSTRUMENT NO. 1992-322526 OF OFFICIAL RECORDS. (EXACT LOCATION NOT GIVEN IN DOCUMENT)

15 A MEMORANDUM OF LEASE FROM VERIZON WIRELESS TO CALIFORNIA TOWER, RECORDED NOVEMBER 28, 2000, AS INSTRUMENT NO. 20000645462, OF OFFICIAL RECORDS. (EXACT LOCATION NOT GIVEN IN DOCUMENT)

○ DENOTES ITEM PLOTTED HEREON



RECORD OF SURVEY
R.S.B. 85 / 8

POR. SECTION 25
T. 5 S., R. 10 W.
LAND ALLOTTED TO JAMES MCFADDEN
PARTION OF RANCHO SANTIAGO DE SANTA ANA
BOOK "B" OF JUDGEMENTS
11TH JUDICIAL DISTRICT COURT OF CALIF.

A.P.N. 410-012-09

SEE SHEET C-2 FOR DETAIL

(APPROX. LOCATION)
A.P.N. 410-012-07

DATE OF SURVEY:

DECEMBER 04, 2013

LIVING PLANTS STATEMENT:

THE HEIGHTS AND ELEVATIONS FOR THE TREES, BUSHES AND OTHER LIVING PLANTS SHOWN HEREON, SHOULD BE CONSIDERED APPROXIMATE (+/-) AND ONLY VALID FOR THE DATE OF THIS SURVEY. THEY ARE PROVIDED AS A GENERAL REFERENCE AND SHOULD NOT BE USED FOR DESIGN PURPOSES.

TITLE REPORT IDENTIFICATION:

FIDELITY NATIONAL TITLE COMPANY, PRELIMINARY TITLE REPORT NO. 997-23037574-PP2, DATED AS OF OCTOBER 2, 2013.

LEGAL DESCRIPTION:

PARCEL 1:

THAT PORTION OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 10 WEST, IN THE LAND ALLOTTED TO JAMES MCFADDEN IN DECREE OF PARTITION OF THE RANCHO SANTIAGO DE SANTA ANA, RECORDED IN BOOK "B" OF JUDGMENTS OF THE 17TH JUDICIAL DISTRICT COURT OF CALIFORNIA, LOCATED IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA, DESCRIBED AS FOLLOWS:

BEGINNING AT THE INTERSECTION OF THE SOUTHERLY EXTENSION OF THE CENTER LINE OF SHELTON STREET WITH A LINE PARALLEL WITH AND DISTANT 30.00 FEET SOUTHERLY, MEASURED AT RIGHT ANGLES, FROM THE SOUTH LINE OF TRACT NO. 2461 AS SHOWN ON A MAP OF SAID TRACT, RECORDED IN BOOK 86, PAGE 19 OF MISCELLANEOUS MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY THENCE SOUTH 89°22'10" EAST 1498.00 FEET ALONG SAID PARALLEL LINE AND ITS EASTERLY PROLONGATION TO THE WEST LINE OF THE ORANGE COUNTY FLOOD CONTROL RIGHT OF WAY AS DESCRIBED IN DEED TO THE ORANGE COUNTY FLOOD CONTROL DISTRICT, RECORDED SEPTEMBER 12, 1945 IN BOOK 1327, PAGE 505 OF OFFICIAL RECORDS; THENCE SOUTH 0°38'16" WEST 756.44 FEET ALONG SAID WEST LINE TO THE NORTHWESTERLY LINE OF THE 80-FOOT PACIFIC ELECTRIC RAILWAY RIGHT OF WAY LINE AS DESCRIBED IN DEED TO THE HUNTINGTON TRUSTEE, RECORDED JUNE 7, 1909 IN BOOK 174, PAGE 253 OF DEEDS; THENCE SOUTH 60°53'00" WEST 2384.45 FEET TO THE BEGINNING OF THE CURVE DESCRIBED IN SAID LAST MENTIONED DEED AS BEING CONCAVE TO THE NORTH AND HAVING A RADIUS OF 1108.28 FEET; THENCE SOUTHWESTERLY 552.30 FEET ALONG SAID CURVE; THENCE SOUTH 89°29'15" WEST 38.20 FEET TO THE WEST LINE OF SAID SECTION 25; THENCE NORTH 0°37'15" EAST 1460.78 FEET ALONG SAID WEST LINE TO A POINT SOUTH 0°37'15" WEST 654.00 FEET FROM ITS INTERSECTION WITH THE WESTERLY PROLONGATION OF SAID SOUTH LINE OF TRACT NO. 2461; THENCE SOUTH 89°22'10" EAST 402.78 FEET TO THE BEGINNING OF A CURVE CONCAVE TO THE NORTH HAVING A RADIUS OF 200 FEET; THENCE EASTERLY 93.25 FEET ALONG SAID CURVE, THENCE NORTH 63°54'54" EAST 610.09 FEET TO THE BEGINNING OF A CURVE CONCAVE SOUTHEAST HAVING A RADIUS OF 650.00 FEET; THENCE NORTHEASTERLY 107.75 FEET ALONG SAID CURVE TO AN INTERSECTION WITH SAID SOUTHERLY EXTENSION OF SHELTON STREET; THENCE NORTH 0°38'16" EAST 288.92 FEET ALONG SAID EXTENSION TO THE POINT OF BEGINNING.

SAID LAND IS SHOWN ON A MAP FILED IN BOOK 36, PAGE 2 OF RECORD OF SURVEYS, IN THE OFFICE OF THE COUNTY RECORDER OF ORANGE COUNTY.

EXCEPTING THEREFROM THAT PORTION OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 10 WEST, IN THE LAND ALLOTTED TO JAMES MCFADDEN IN DECREE OF PARTITION OF THE RANCHO SANTIAGO DE SANTA ANA, RECORDED IN BOOK "B" OF JUDGMENTS OF THE 17TH JUDICIAL DISTRICT COURT OF CALIFORNIA, LOCATED IN THE CITY OF SANTA ANA COUNTY OF ORANGE, STATE OF CALIFORNIA, DESCRIBED AS FOLLOWS:

BEGINNING AT THE INTERSECTION OF THE SOUTHERLY EXTENSION OF THE TANGENT PORTION OF THE EASTERLY LINE OF SHELTON STREET WITH A LINE PARALLEL WITH AND DISTANT 75.00 FEET SOUTHERLY, MEASURED AT RIGHT ANGLES, FROM THE SOUTH LINE OF TRACT NO. 2461, AS SHOWN ON A MAP OF SAID TRACT, RECORDED IN BOOK 86, PAGE 19 OF MISCELLANEOUS MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY; THENCE CONTINUINGLY ALONG SAID EXTENSION SOUTH 0°38'19" WEST 178.64 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE NORTHERLY HAVING A RADIUS OF 25.00 FEET; THENCE SOUTHEASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 116°42'56" AN ARC DISTANCE OF 50.93 FEET; THENCE TANGENT TO SAID CURVE NORTH 63°55'25" EAST 366.50 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE SOUTHEASTERLY HAVING A RADIUS OF 1042.00 FEET; THENCE NORTHEASTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 7°10'33" AN ARC DISTANCE OF 130.50 FEET TO A LINE PARALLEL WITH AND DISTANT SOUTHERLY 60.00 FEET MEASURED AT RIGHT ANGLES, FROM THE SOUTHERLY LINE OF SAID TRACT NO. 2461; THENCE ALONG SAID PARALLEL LINE NORTH 89°21'46" WEST 468.55 FEET TO THE BEGINNING OF A TANGENT CURVE CONCAVE SOUTHEASTERLY HAVING A RADIUS OF 15.00 FEET; THENCE SOUTHWESTERLY ALONG SAID CURVE THROUGH A CENTRAL ANGLE OF 89°59'55" AN ARC DISTANCE OF 23.56 FEET TO THE POINT OF BEGINNING. ALSO EXCEPTING THEREFROM THAT PORTION OF SAID LAND SHOWN AS PARCELS 1 AND 2 BRISTOL STREET SEGERSTROM AVENUE AND ALLEY ON A MAP RECORDED IN BOOK 14 PAGE 13 OF PARCEL MAPS, RECORDS OF ORANGE COUNTY. ALSO EXCEPTING THEREFROM THAT PORTION OF SAID LAND SHOWN AS PARCELS 1, 2, 3 AND 4, BRISTOL STREET, SEGERSTROM AVENUE AS A MAP RECORDED IN BOOK 22, PAGE 39 OF PARCEL MAPS, RECORDS OF ORANGE COUNTY.

ALSO EXCEPTING THEREFROM THAT PORTION OF THE LAND CONVEYED TO THE CITY OF SANTA ANA IN THE GRANT DEED RECORDED MAY 1, 2003 AS INSTRUMENT NO. 2003-495007 OF OFFICIAL RECORDS.

PARCEL 2:

AN IRREVOCABLE, NON-EXCLUSIVE RIGHT (DURING THE TERM OF THE LEASE REFERRED TO IN SCHEDULE A) OF INGRESS AND EGRESS (SEVEN (7) DAYS A WEEK, TWENTY-FOUR (24) HOURS A DAY), AND TO INSTALL AND MAINTAIN UTILITY WIRES, CABLES, CONDUITS AND PIPES OVER, UNDER AND ALONG A DYNAMIC RIGHT OF WAY EXTENDING FROM THE AREA OCCUPIED BY THE INSURED TO THE PERIMETER OF THE AFOREDESCRIBED TRACT OF LAND.



REV:	DATE/BY:	REVISION DESCRIPTION:
1	12/06/13 JA	ISSUED FOR REVIEW
2	12/06/13 JA	ADDED TITLE INFO.
3	01/31/14 CJW	ADDED PROP. UT. ESMT.
4	02/12/14 CJW	REV. PROP. UT. ESMT.

SURVEYOR:

BERT HAZE
AND ASSOCIATES, INC.
LAND SURVEYING & MAPPING
3188 AIRWAY AVENUE, SUITE K1
COSTA MESA, CALIFORNIA 92626
714 557-1567 OFFICE
714 557-1568 FAX
JN. 1308.001

SITE BUILDER:

verizonwireless
15505 SAND CANYON AVE.
BUILDING 'D' 1st. FLOOR
IRVINE, CA. 92618
PHONE (949) 286-7000

APPROVALS:

APPROVED BY:	INITIALS:	DATE:
LANDLORD:		
VZW SITE ACQ.:		
ZONING:		
VZW RF:		
VZW INTERCONNECT:		
VZW UTILITY COOR:		
VZW CONST MGR:		
VZW PROJECT MGR:		

SITE INFO:

SITE NAME:
ART CENTER DARK FIBER

SITE ADDRESS:
2802 S. FLOWER ST.
SANTA ANA, CA 92707

SHEET TITLE:

TOPOGRAPHIC SURVEY

DRAWING INFO:

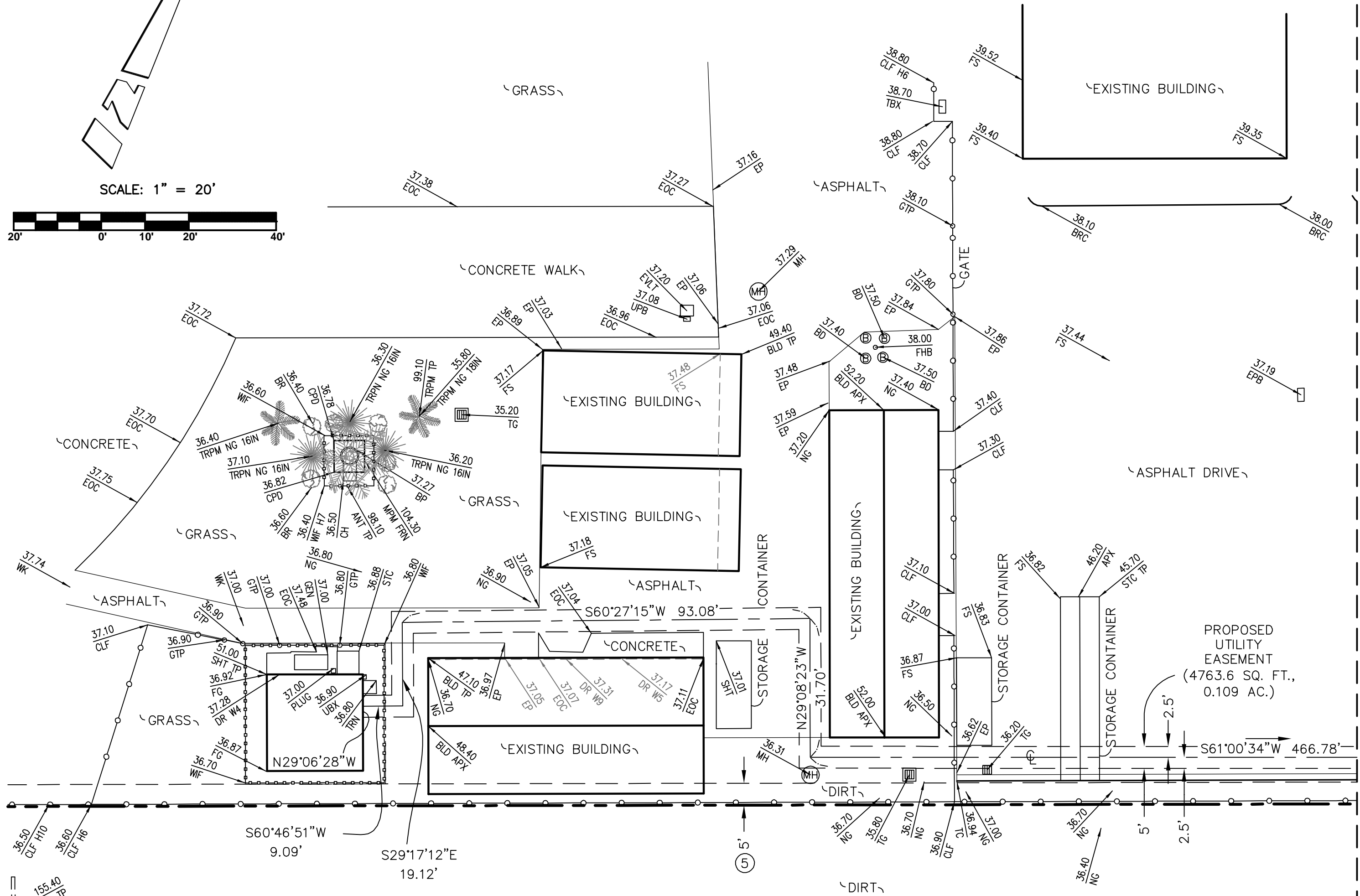
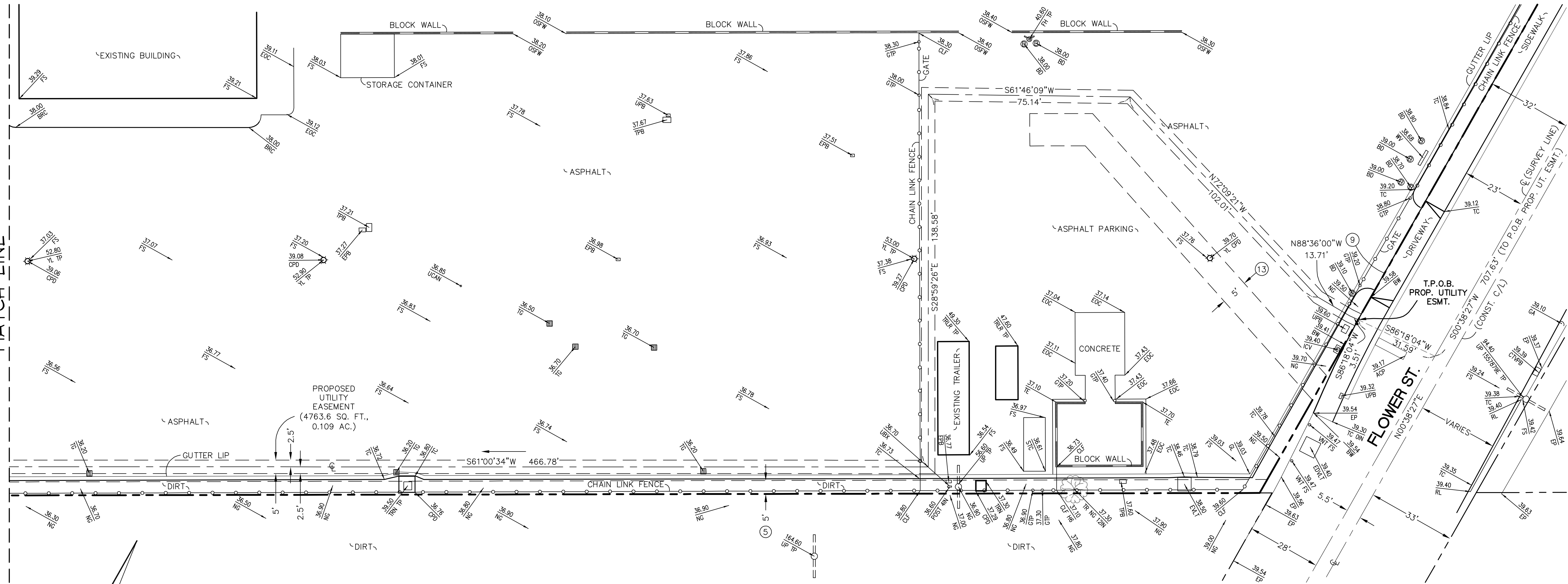
DWG. NAME:	DRAWN BY:	DATE:
ART CENTER DARK FIBER	JA	12/06/13

SHEET NUMBER:

1 OF 2
C-1

SEE SHEET C-2 FOR SITE DETAILS AND PROPOSED UTILITY EASEMENT LEGAL DESCRIPTION

MATCH LINE



PROPOSED UTILITY EASEMENT LEGAL DESCRIPTION:

THAT PORTION OF SECTION 25, TOWNSHIP 5 SOUTH, RANGE 10 WEST, IN THE LAND ALLOTTED TO JAMES MCFADDEN IN DECREE OF PARTITION OF THE RANCHO SANTIAGO DE SANTA ANA, RECORDED IN BOOK "B" OF JUDGMENTS OF THE 17TH JUDICIAL DISTRICT COURT OF CALIFORNIA, LOCATED IN THE CITY OF SANTA ANA, COUNTY OF ORANGE, STATE OF CALIFORNIA, BEING A STRIP OF LAND 5 FEET IN WIDTH, THE CENTERLINE OF WHICH IS MORE PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE INTERSECTION OF THE CENTERLINE OF DYER ROAD AND THE CENTERLINE OF SURVEY FOR FLOWER STREET, AS SHOWN ON A PARCEL MAP, RECORDED IN BOOK 80, PAGES 3 AND 4 OF PARCEL MAPS, IN THE OFFICE OF THE RECORDER OF SAID COUNTY; THENCE ALONG SAID CENTERLINE OF SURVEY, SOUTH 00°38'27" WEST, A DISTANCE OF 707.63 FEET; THENCE LEAVING SAID CENTERLINE OF SURVEY, SOUTH 86°18'04" WEST, A DISTANCE OF 31.59 FEET TO A POINT IN THE WESTERLY LINE OF FLOWER STREET, AS SHOWN ON A RECORD OF SURVEY, RECORDED IN BOOK 85, PAGE 6 OF RECORDS OF SURVEY, IN THE OFFICE OF THE RECORDER OF SAID COUNTY, SAID POINT BEING THE TRUE POINT OF BEGINNING; THENCE CONTINUING, SOUTH 86°18'04" WEST, A DISTANCE OF 3.51 FEET; THENCE, NORTH 88°36'00" WEST, A DISTANCE OF 13.71 FEET; THENCE, NORTH 72°09'21" WEST, A DISTANCE OF 102.01 FEET; THENCE, SOUTH 61°46'09" WEST, A DISTANCE OF 75.14 FEET; THENCE, SOUTH 28°59'26" EAST, A DISTANCE OF 138.58 FEET; THENCE, SOUTH 61°00'34" WEST, A DISTANCE OF 466.78 FEET; THENCE, NORTH 29°08'23" WEST, A DISTANCE OF 31.70 FEET; THENCE, SOUTH 60°27'15" WEST, A DISTANCE OF 93.08 FEET; THENCE, SOUTH 29°17'12" EAST, A DISTANCE OF 19.12 FEET; THENCE, SOUTH 60°46'51" EAST, A DISTANCE OF 9.09 FEET.

THE SIDELINES OF SAID STRIP OF LAND ARE TO TERMINATE AT THE ANGLE POINTS, EASTERLY IN THE WESTERLY LINE OF SAID FLOWER STREET AND WESTERLY AT A LINE BEARING NORTH 29°06'28" WEST.

CONTAINING 4763.6 SQUARE FEET, 0.109 ACRES

LEGEND:

ACP	ASPHALT PATCH	TBX	TELCO BOX
ANT	ANTENNA	TC	TOP OF CURB
APX	APEX	TE	TRASH ENCLOSURE
BD	BOLLARD	TC	TOP OF GRATE
BLD	BUILDING	TP	TOP
BP	BASE PLATE	TPB	TELCO PULLBOX
BR	BUSH ROW	TR	TREE
BRC	BACK OF ROLLED CURB	TRLR	TRAILER
BW	BACK OF WALK	TRN	TRANSFORMER
CH	CABLE HOUSING	TRPM	PALM TREE
CLF	CHAIN LINK FENCE	TRPN	PINE TREE
CPD	CONCRETE PAD	UBX	UTILITY BOX
CTVPB	CABLE TV PULL BOX	UCAN	UTILITY CAN
CX	CHISELED X	UP	UTILITY POLE
DR	DOOR	UPB	UTILITY PULL BOX
EDVLT	EDISON VAULT	VNT	VENT
EOC	EDGE OF CONCRETE	W	WIDTH
EP	EDGE OF PAVEMENT	WIF	WROUGHT IRON FENCE
EPB	ELECTRICAL PULL BOX	WK	WALKWAY
EVL	ELECTRICAL VAULT	WMN	WELL MONUMENT
FD	FOUND	WV	WATER VALVE
FG	FINISHED GRADE	YL	YARD LIGHT
FH	FIRE HYDRANT		
FHB	FIRE HYDRANT BASE		
FRN	FROND		
FS	FINISHED SURFACE		
GA	GUY ANCHOR		
GEN	GENERATOR		
GL	GUTTER LIP		
GTP	GATE POST		
ICV	IRRIGATION CONTROL VALVE		
IN	INCHES		
MH	MANHOLE		
MPM	MONOPALM		
NG	NATURAL GROUND		
OSFW	OUTSIDE FACE OF WALL		
PK/W	PK NAIL AND WASHER		
PLUG	GENERATOR PLUG		
RL	RAIL		
RRT	RAILROAD TRACKS		
S/W	SPIKE AND WASHER		
SHT	SHELTER		
STC	STORAGE CONTAINER		



REV:	DATE/BY:	REVISION DESCRIPTION:
1	12/06/13 MDL	ISSUED FOR REVIEW
2	12/06/13 JA	ADDED TITLE INFO.
3	01/31/14 CWW	ADDED PROP. UT. ESMT.
4	02/12/14 CWW	REV. PROP. UT. ESMT.

SURVEYOR:

BERT HAZE

AND ASSOCIATES, INC.

LAND SURVEYING & MAPPING

3188 AIRWAY AVENUE, SUITE K1

COSTA MESA, CALIFORNIA 92626

714 557-1567 OFFICE

714 557-1568 FAX

JN. 1308.001

SITE BUILDER:



15505 SAND CANYON AVE.

BUILDING 'D' 1st. FLOOR

IRVINE, CA. 92618

PHONE (949) 286-7000

APPROVALS:

APPROVED BY:	INITIALS:	DATE:
LANDLORD:		
VZW SITE ACQ.:		
ZONING:		
VZW RF:		
VZW INTERCONNECT:		
VZW UTILITY COOR:		
VZW CONST MGR:		

SITE INFO:

SITE NAME:

ART CENTER DARK FIBER

SITE ADDRESS:

2802 S. FLOWER ST.

SANTA ANA, CA 92707

SHEET TITLE:

TOPOGRAPHIC SURVEY

DRAWING INFO:

DWG. NAME:	DRAWN BY:	DATE:
ART CENTER DARK FIBER	MDL	12/06/13

SHEET NUMBER:

2 OF 2

C-2

SEE SHEET C-1 FOR BOUNDARY AND TITLE INFO

AGENDA ITEM BACKUP SHEET
September 9, 2014

Board Meeting

TITLE: Board Reports/Activities

ITEM: Reports

SUBMITTED BY: Rick Miller, Ph.D., Superintendent

PREPARED BY: Rick Miller, Ph.D., Superintendent

BACKGROUND INFORMATION:

The purpose of this agenda item is for the members of the Board of Education to make announcements to the community regarding events and activities within Santa Ana Unified School District and the community as they relate to student achievement.

RATIONALE:

Members of the Board of Education have requested an item on the agenda of each regular meeting to provide an opportunity for announcements.

This item will provide pertinent information to the general public.

FUNDING:

Not Applicable

RECOMMENDATION:

Board members will make announcements regarding community events and activities within Santa Ana Unified School District and the community.

RM:rr