

EXHIBIT A

LOCAL CONTROL ACCOUNTABILITY PLAN

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Mission View Public Charter		
Contact Name and Title	Taera Childers Principal	Email and Phone	tchilders@missionview.org 661-347-1832

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Mission View is a public charter that serves a diverse student community with the mission of engaging students in learning, who are no longer enrolled in a traditional classroom program, or who prefer a personalized learning education in an alternative setting. Our goal is to successfully prepare students for work or college-readiness through our integrated and personalized program of job readiness coursework and standards-based curriculum. Some students need the flexibility of an independent student model to meet family obligations, such as work or child care needs. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. The school also emphasizes increased parental involvement, more one-on-one teacher and student interaction, student-driven participation in the learning process, technology access, varied learning environments, and choices in curriculum programs. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Our personalized learning model is tailored to the needs and interests of each individual student. It is a combination of the best of home schooling and resource center based classes. Personalized learning is dedicated to developing personalized learning programs for each student. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each student's learning potential and success. It allows the school to combine multiple assessment levels of student academic achievement through the regular recording of detailed learning records, compiling student work samples, and conducting annual state-mandated testing programs. The school offers this Personalized Learning option for students with the ultimate objective of enabling pupils to become self-motivated, competent and lifelong learners.

The Local Control Accountability Plan (LCAP) provides funds for helping high needs students with socio-emotional support, academic interventions, counselling and student activities. Students have access to a robust tutoring program

that supports their learning. Targeted academic interventions help close skill and knowledge gaps ensuring that students become competent graduates. The following LCAP Goals support our low income, English Language learners and foster youth:

- Goal #1: Increase student retention.
- Goal #2: Increase credit completion.
- Goal #3: Increase students' computer literacy by completing an online course.
- Goal #4: Increase student career and college-readiness.
- Goal #5: Increase stakeholder engagement.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

This will be completed upon analysis of state and local data aligned with the LCAP goals in the spring.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

This will be completed upon analysis of state and local data aligned with LCAP goals in the spring.

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

This section will be completed when the performance analysis is done based on the LCFF Evaluation Rubrics in the spring.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on future staff and stakeholder feedback, we will improve or increase our actions and services to improve outcomes for our English Language Learners, low income, and foster youth. By using LCFF Supplemental funds directed at meeting the unique needs of our unduplicated youth, we will increase the support students receive in alignment with the LCAP goals.

Currently, the Local Control and Accountability Plan directs funds toward supporting low-income students, English learners and foster youth by providing:

- Academic Interventions
- Socio-emotional support
- Tutoring
- ELD Instruction
- Small Group Instruction
- Transportation
- Incentives
- Parent engagement

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$16,993,120
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$16,993,120

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Bellow describes the base program for the LCAP Year and is a general description of our base program.

The base program includes the following:

- Certificated Salaries and Benefits
- Classified Salaries and Benefits
- Professional Development
- Materials, Books & Supplies
- Consumables
- Communications/Contracted Services
- Facilities Expenses
- Mandatory contributions to routine restricted maintenance
- Charter Association Dues

Some of the other expenditures not included in the LCAP are the following:

- Total cost of some base program expenditures
- Total cost of rental property
- Total cost of overhead
- Costs involving running a business such as insurance, auditing expenses, lawyers fees, and taxes.

\$16,993,120

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Increase student retention.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

School Facilities rating is Exemplary (Priority 1)
 Retention rate will increase (Priority 8)
 Attendance rate will be 85% or higher (Priority 5)
 Dropout rate will decrease (Priority 5)
 Suspension rate will be low (Priority 6)
 Expulsion rate will be low (Priority 6)

ACTUAL

This will be completed in the spring and shared with stakeholders.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 Counselors will be available to assist students.

Teachers will provide intervention through increased communication, conferences, one on one, and possibly small group instruction to groups of 15 students or less.

Upon enrollment students will be assigned a tutor that will call them to assist with initial school experience.

Student Retention Service and other support staff will provide assistance for students who have difficulties in maintaining program attendance.

Professional development will be done through conferences, workshops and Professional Learning Community models to improve services for students.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Meals and snacks can be provided as an incentive to attend school

Facilities will be well maintained and attractive to students.

ACTUAL
 This will be completed in the spring and shared with stakeholders.

Expenditures

BUDGETED
 Certificated Staff: (B1, B3) LCFF
 Classified Staff: (B2, B3) LCFF
 Professional Development for certificated staff: (B5) LCFF
 Provide Adjunct Instructors for Electives & Clubs: (B1,B3) LCFF
 Students Materials and Equipment (B4) LCFF
 Facilities: (B5) LCFF

ESTIMATED ACTUAL

Action **2**

Actions/Services

PLANNED

For Low Income and Foster Youth:

Tutors available during school operation..

Counselors will be available to assist with college prep and career planning and academic counseling.

Student Retention Service will provide support for students who have difficulties in maintaining program attendance.

Transportation assistance will be available via local public bus service.

Professional development will be done through conferences, workshops and Professional Learning Community model to improve retention.

Meals and snacks can be provided as an incentive to attend school

ACTUAL

This will be completed in the spring and shared with stakeholders.

Expenditures

BUDGETED

Classified and certificated tutor will be provided at each school site (B1, B2, B3)

Counselors will be available at each site (B1, B3)

Clerical support (B2, B3)

Transportation assistance (B4, B5)

Audio/Visual Supplemental Materials (B4)

Materials & Consumables (B4)

ESTIMATED ACTUAL

Action **3**

Actions/Services

PLANNED
 For English Language Learner students and RFEP:

Labs will be offered both in ELA and Math staffed by CLAD credentialed teachers.

Tutors available all hours of school operation for EL Learners.

Counselor will be available for career and college prep assistance.

Student Retention Service will provide support for students who have difficulties in maintaining program attendance. Academic assistance will be available through tutors.

Professional development will be done through conferences, workshops and Professional Learning Community model to improve retention of EL students.

ACTUAL
 This will be completed in the spring and shared with stakeholders.

Expenditures

BUDGETED
 English teachers and Lead EL teacher (B1, B3) LCFF
 Classified and certificated tutor will be provided at each school site (B1, B2, B3) LCFF
 Counselors and Classified support staff (B1, B2, B3) LCFF
 ELD Curriculum and Professional Development (B1, B3, B5) LCFF

ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This will be completed in the spring and shared with stakeholders.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This will be completed in the spring and shared with stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This will be completed in the spring and shared with stakeholders.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This will be completed in the spring and shared with stakeholders.

Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

This will be completed in the spring with the Annual Report

This will be completed in the spring with the Annual Report

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

This section will be completed in the spring with stakeholder consultation.

This section will be completed in the spring with stakeholder consultation.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

Increase student retention.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Students' attendance is often irregular for a variety of reasons. Regular attendance needs to increase, if students are going to be successful in their educational program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Retention rate * Attendance rate * Dropout rate * Suspension rate * Expulsion rate * Facilities Inspection Results	2016-2017 data will be reported in the spring.	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5) Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5) Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)	School Facilities rating is Exemplary (Priority 1) Retention rate will increase (Priority 8) Attendance rate will be 85% or higher (Priority 5) Dropout rate will decrease (Priority 5) Suspension rate will be low (Priority 6) Expulsion rate will be low (Priority 6)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
X New	Modified	Unchanged	New	Modified	X Unchanged	New	Modified	X Unchanged
Increase academic and social/emotional support services:			Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:			Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:		
Increase instructional access through addition staff services, tutors, etc.			Increase instructional access through addition staff services, tutors, etc.			Increase instructional access through addition staff services, tutors, etc.		
Student Retention Services personnel will provide intervention.			Student Retention Services personnel will provide intervention.			Student Retention Services personnel will provide intervention.		
Increase academic and social/emotional support services through additional counseling staff.			Increase academic and social/emotional support services through additional counseling staff.			Increase academic and social/emotional support services through additional counseling staff.		
Establish an integrated intervention/incentive system.			Establish an integrated intervention/incentive system			Establish an integrated intervention/incentive system		
Provide transportation assistance			Provide transportation assistance			Provide transportation assistance		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	547,600	Amount	571,671	Amount	601,606
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified, SRS, Tutors and others	Budget Reference	Classified, SRS, Tutors and others	Budget Reference	Classified, SRS, Tutors and others
Amount	204,600	Amount	213,591	Amount	224,774
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Counseling	Budget Reference	Certificated Counseling	Budget Reference	Certificated Counseling
Amount	48,291	Amount	50,413	Amount	53,052
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Supplies	Budget Reference	Materials, Supplies	Budget Reference	Materials, Supplies
Amount	49,985	Amount	52,182	Amount	54,914
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

X New Modified Unchanged

Provide an intervention and support program:
 Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.
 Purchase materials, hardware and software for intervention program
 Small group teachers and labs for EL, ELA and mathematics

2018-19

New Modified X Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:
 Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.
 Purchase materials, hardware and software for EL intervention program
 Small group teachers and labs for EL, ELA and mathematics

2019-20

New Modified X Unchanged

Provide an intervention and support program for English Learners and Redesignated FEP:
 Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP.
 Purchase materials, hardware and software for EL intervention program
 Small group teachers and labs for EL, ELA and mathematics

BUDGETED EXPENDITURES

2017-18

Amount	294,403
Source	LCFF
Budget Reference	Professional Development
Amount	5,842
Source	LCFF
Budget Reference	Materials, Hardware and Software
Amount	366,416
Source	LCFF
Budget Reference	Certificated salaries and benefits

2018-19

Amount	307,340
Source	LCFF
Budget Reference	Professional Development
Amount	6,099
Source	LCFF
Budget Reference	Materials, Hardware and Software
Amount	382,517
Source	LCFF
Budget Reference	Certificated salaries and benefits

2019-20

Amount	323,432
Source	LCFF
Budget Reference	Professional Development
Amount	6,418
Source	LCFF
Budget Reference	Materials, Hardware and Software
Amount	402,545
Source	LCFF
Budget Reference	Certificated salaries and benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

X New	Modified	Unchanged
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p>		

2018-19

New	Modified	X Unchanged
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p>		

2019-20

New	Modified	X Unchanged
<p>Provide an effective educational program:</p> <p>The foundation of an effective educational program is Highly Qualified Teaching staff.</p> <p>Support staff is required to maintain an effective educational program.</p> <p>A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p> <p>Professional development for certificated and classified staff through conferences, training,, workshops or Professional Learning Communities models.</p> <p>Educational materials are required to maintain an effective program.</p>		

Safe and secure facilities are required to maintain an effective educational program.

Safe and secure facilities are required to maintain an effective educational program.

Safe and secure facilities are required to maintain an effective educational program.

BUDGETED EXPENDITURES

2017-18

Amount	857,277
Source	LCFF
Budget Reference	Certificated Salaries and Benefits
Amount	524,317
Source	LCFF
Budget Reference	Classified and Benefits
Amount	13,685
Source	LCFF
Budget Reference	Curriculum Development
Amount	995,054
Source	LCFF
Budget Reference	Professional Development
Amount	443,947
Source	LCFF
Budget Reference	Materials, Hardware, Software
Amount	1,135,382
Source	LCFF
Budget Reference	Facilities

2018-19

Amount	915,850
Source	LCFF
Budget Reference	Certificated Salaries and Benefits
Amount	560,141
Source	LCFF
Budget Reference	Classified and Benefits
Amount	14,620
Source	LCFF
Budget Reference	Curriculum Development
Amount	1,063,041
Source	LCFF
Budget Reference	Professional Development
Amount	474,280
Source	LCFF
Budget Reference	Materials, Hardware and Software
Amount	1,212,957
Source	LCFF
Budget Reference	Facilities

2019-20

Amount	971,806
Source	LCFF
Budget Reference	Certificated Salaries and Benefits
Amount	594,364
Source	LCFF
Budget Reference	Classified and Benefits
Amount	15,513
Source	LCFF
Budget Reference	Curriculum Development
Amount	1,127,989
Source	LCFF
Budget Reference	Professional Development
Amount	503,257
Source	LCFF
Budget Reference	Materials, Hardware, Software
Amount	1,287,065
Source	LCFF
Budget Reference	Facilities

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Increase credit completion.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Students that enroll are typically behind in their credits. Students need additional intervention and support to increase their performance and build up their credits towards graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Credit completion rate * HQT percentage * English learner reclassification rate * Graduation rate	2016-2017 data will be reported in the spring.	Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5)	Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5)	Increase number of credits completed (Priority 8) 100% highly qualified staff (Priority 1) Increase English Learner reclassification rate (Priority 4) Graduation rate increases (Priority 5)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
X New	Modified	Unchanged	New	Modified	X Unchanged	New	Modified	X Unchanged
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Read 180 program and materials Provide transportation assistance			Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Read 180 program and materials Provide transportation assistance			Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners: Read 180 teachers or literacy teachers Increase academic and social/emotional support services through additional counseling staff. Increase instructional access through addition staff services, tutors, etc. Establish an integrated intervention/incentive system Read 180 program and materials Provide transportation assistance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	914,980	Amount	955,188	Amount	1,005,198
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated salaries and benefits	Budget Reference	Certificated salaries and benefits	Budget Reference	Certificated salaries and benefits
Amount	130,893	Amount	136,645	Amount	143,799
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified wages and benefits	Budget Reference	Classified wages and benefits	Budget Reference	Classified wages and benefits
Amount	55,492	Amount	57,930	Amount	60,963
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Material, Hardware, Software: Read 180	Budget Reference	Materials, Hardware, Software - including Read 180	Budget Reference	Materials, Hardware, Software - including Read 180
Amount	57,186	Amount	59,699	Amount	62,825
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

X New	Modified	Unchanged
		Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program

2018-19

New	Modified	X Unchanged
		Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program

2019-20

New	Modified	X Unchanged
		Provide an intervention and support program for English Learners and Redesignated FEP: Lab and small groups teachers for EL, ELA and mathematics EL Lead Teacher and Regional Support EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program

BUDGETED EXPENDITURES

2017-18

Amount	171,573
Source	LCFF
Budget Reference	Certificated salaries and benefits
Amount	88,956
Source	LCFF

2018-19

Amount	179,112
Source	LCFF
Budget Reference	Certificated salaries and benefits
Amount	92,865
Source	LCFF

2019-20

Amount	188,490
Source	LCFF
Budget Reference	Certificated salaries and benefits
Amount	97,728
Source	LCFF

Budget Reference	Classified wages and benefits	Budget Reference	Classified wages and benefits	Budget Reference	Classified wages and benefits
Amount	65,235	Amount	68,101	Amount	71,667
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Developmnet
Amount	43,631	Amount	45,548	Amount	47,933
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

X New Modified Unchanged

2018-19

New Modified X Unchanged

2019-20

New Modified X Unchanged

Provide an effective educational program:

Provide an effective educational program:

Provide an effective educational program:

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Local Benchmarks and assessments for ELA, mathematics, science, and social science, including NWEA.

The foundation of an effective educational program is Highly Qualified Teaching staff.

Support staff is required to maintain an effective educational program.

A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Educational materials are required to maintain an effective program.

Safe and secure facilities are required to maintain an effective educational program.

Local Benchmarks and assessments for ELA, mathematics, science, and social science. NWEA

BUDGETED EXPENDITURES

2017-18

Amount	2,551,420
Source	LCFF
Budget Reference	Certificated salaries and benefits
Amount	160,739
Source	LCFF
Budget Reference	Classified wages and benefits
Amount	65,493
Source	LCFF

2018-19

Amount	2,725,745
Source	LCFF
Budget Reference	Certificated salaries and benefits
Amount	171,722
Source	LCFF
Budget Reference	Classified wages and benefits
Amount	69,967
Source	LCFF

2019-20

Amount	2,892,280
Source	LCFF
Budget Reference	Certificated Salaries and benefits
Amount	182,214
Source	LCFF
Budget Reference	Classified wages and benefits
Amount	74,242
Source	LCFF

Budget Reference	Curriculum Development	Budget Reference	Curriculum Development	Budget Reference	Curriculum Development
Amount	153,085	Amount	163,545	Amount	173,537
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	1,129,004	Amount	1,206,142	Amount	1,279,834
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Facilities	Budget Reference	Facilities	Budget Reference	Facilities
Amount	177,324	Amount	189,439	Amount	201,013
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software - including assessments	Budget Reference	Materials, Hardware, Software - including assessments	Budget Reference	Materials, Hardware, Software - including assessments

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Improve computer literacy/basic computer skills through completing an online course, using online resources embedded in curriculum.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Students are expected to be prepared to enter the workforce and should have basic computer literacy. Students are encouraged to complete an online course to demonstrate their proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Online course completion * Online course enrollment * Online course availability	2016-2017 data will be reported in the spring.	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)	Online course completion rate will increase (Priority 8) Online course enrollment will increase (Priority 8) Online course available (Priority 7)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)
 All
 Students with Disabilities

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

X New	Modified	Unchanged
		Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
		Lab and small group teachers for Online program
		Increase academic and social/emotional support services through additional counseling staff.
		Increase instructional access through addition staff services, tutors, etc.
		Establish an integrated intervention/incentive system
		Online program and materials, including computers and mobile devices
		Provide transportation assistance

2018-19

New	Modified	X Unchanged
		Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
		Lab and small group teachers for Online program
		Increase academic and social/emotional support services through additional counseling staff.
		Increase instructional access through addition staff services, tutors, etc.
		Establish an integrated intervention/incentive system
		Online program and materials, including computers and mobile devices
		Provide transportation assistance

2019-20

New	Modified	X Unchanged
		Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:
		Lab and small group teachers for Online program
		Increase academic and social/emotional support services through additional counseling staff.
		Increase instructional access through addition staff services, tutors, etc.
		Establish an integrated intervention/incentive system
		Online program and materials, including computers and mobile devices
		Provide transportation assistance

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	219,849	Amount	229,510	Amount	241,527
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits
Amount	40,607	Amount	42,391	Amount	44,611
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	53,374	Amount	55,719	Amount	58,637
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials incentives	Budget Reference	Materials for incentives	Budget Reference	Materials - incentives
Amount	14,363	Amount	14,994	Amount	15,779
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software
Amount	63,117	Amount	65,890	Amount	69,340
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
X New	Modified	Unchanged	New	Modified	X Unchanged	New	Modified	X Unchanged
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program			Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program			Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	10,911	Amount	11,390	Amount	11,986
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	53,374	Amount	55,719	Amount	58,637
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	3,948	Amount	4,121	Amount	4,337

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p>X New Modified Unchanged</p>	<p>New Modified X Unchanged</p>	<p>New Modified X Unchanged</p>
<p>Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p>	<p>Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p>	<p>Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.</p>

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program.

Educational materials are required to maintain an effective program.

BUDGETED EXPENDITURES

2017-18

Amount	598,308
Source	LCFF
Budget Reference	Certificated and benefits
Amount	339,977
Source	LCFF
Budget Reference	Classified and benefits
Amount	11,730
Source	LCFF
Budget Reference	Curriculum Development
Amount	66,337
Source	LCFF
Budget Reference	Facilities
Amount	140,328
Source	LCFF
Budget Reference	Materials, Hardware, Software

2018-19

Amount	639,187
Source	LCFF
Budget Reference	Certificated and Benefits
Amount	363,206
Source	LCFF
Budget Reference	Classified and Benefits
Amount	12,531
Source	LCFF
Budget Reference	Curriculum Development
Amount	70,869
Source	LCFF
Budget Reference	Facilities
Amount	149,916
Source	LCFF
Budget Reference	Materials, Hardware, Software

2019-20

Amount	678,240
Source	LCFF
Budget Reference	Certificated and Benefits
Amount	385,396
Source	LCFF
Budget Reference	Classified and Benefits
Amount	13,297
Source	LCFF
Budget Reference	Curriculum Development
Amount	75,199
Source	LCFF
Budget Reference	Facilities
Amount	159,075
Source	LCFF
Budget Reference	Materials, Hardware, Software

Amount 634,028
Source LCFF
Budget Reference Professional Development

Amount 677,348
Source LCFF
Budget Reference Professional Development

Amount 718,732
Source LCFF
Budget Reference Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Improve college and career readiness.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

In order to thrive in today's economy, students are expected to be either college or career-ready. Increasing students' opportunities to engage in career-ready courses is fundamental to our mission.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Core and ELD courses completed * CTE and CRS enrollment * Individual Learning Plans	2016-2017 data will be reported in the spring.	Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)	Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)	Common core or ELD courses completed (Priority 2) Increase the number of students enrolling in Career Tech Ed or Career Ready Skills courses (Priority 7) Individual Learning Plans (Priority 8)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input checked="" type="checkbox"/> New	Modified	Unchanged
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:		
Lab and small group teachers for CTE program		
Increase academic and social/emotional support services through additional counseling staff.		
Increase instructional access through addition staff services, tutors, etc.		
Establish an integrated intervention/incentive system		
CTE program and materials		
Provide transportation assistance		

2018-19

New	Modified	<input checked="" type="checkbox"/> Unchanged
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:		
Lab and small group teachers for CTE program		
Increase academic and social/emotional support services through additional counseling staff.		
Increase instructional access through addition staff services, tutors, etc.		
Establish an integrated intervention/incentive system		
CTE program and materials		
Provide transportation assistance		

2019-20

New	Modified	<input checked="" type="checkbox"/> Unchanged
Increase academic and social/emotional support services for Foster Youth, Low Income and English Learners:		
Lab and small group teachers for CTE program		
Increase academic and social/emotional support services through additional counseling staff.		
Increase instructional access through addition staff services, tutors, etc.		
Establish an integrated intervention/incentive system		
CTE program and materials		
Provide transportation assistance		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	271,952	Amount	283,903	Amount	298,767
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits	Budget Reference	Certificated and Benefits
Amount	73,416	Amount	76,642	Amount	80,655
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	79,214	Amount	82,694	Amount	87,024
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Material - incentives	Budget Reference	Materials - incentives	Budget Reference	Materials - incentives
Amount	60,151	Amount	62,795	Amount	66,082
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software
Amount	24,341	Amount	25,411	Amount	26,742
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
X New	Modified	Unchanged	New	Modified	X Unchanged	New	Modified	X Unchanged
Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program			Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program			Provide an intervention and support program for English Learners and Redesignated FEP: EL tutor support and clerical support Provide professional development for certificated and classified staff to implement intervention program for EL/RFEP. Purchase materials, hardware and software for EL intervention program		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	19,809	Amount	20,680	Amount	21,763
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits	Budget Reference	Classified and Benefits
Amount	45,749	Amount	47,759	Amount	50,260
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Professional Development	Budget Reference	Professional Development	Budget Reference	Professional Development
Amount	24,993	Amount	26,091	Amount	27,457

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

X New	Modified	Unchanged
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.		

2018-19

New	Modified	X Unchanged
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.		

2019-20

New	Modified	X Unchanged
Provide an effective educational program: The foundation of an effective educational program is Highly Qualified Teaching staff. Support staff is required to maintain an effective educational program. A standards-based curriculum in all required areas of study is essential to maintain an effective educational program.		

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan based on a wide course of study using standards-aligned instructional materials, including CTE. No Cost.

Professional development for certificated and classified staff through conferences, training, workshops or Professional Learning Communities models.

Safe and secure facilities are required to maintain an effective educational program for CTE program

Educational materials are required to maintain an effective program.

Personalized Learning Plan credit completion rate based on a wide course of study using standards-aligned instructional materials. No Cost.

BUDGETED EXPENDITURES

2017-18

Amount	870,034
Source	LCFF
Budget Reference	Certificated and Benefits
Amount	465,634
Source	LCFF
Budget Reference	Classified and Benefits
Amount	19,136
Source	LCFF
Budget Reference	Curriculum Development
Amount	191,357
Source	LCFF
Budget Reference	Professional Development
Amount	873,861
Source	LCFF

2018-19

Amount	929,479
Source	LCFF
Budget Reference	Certificated and Benefits
Amount	497,448
Source	LCFF
Budget Reference	Classified and Benefits
Amount	20,443
Source	LCFF
Budget Reference	Curriculum Development
Amount	204,431
Source	LCFF
Budget Reference	Professional Development
Amount	933,568
Source	LCFF

2019-20

Amount	986,268
Source	LCFF
Budget Reference	Certificated and Benefits
Amount	527,841
Source	LCFF
Budget Reference	Classified and Benefits
Amount	21,692
Source	LCFF
Budget Reference	Curriculum Development
Amount	216,921
Source	LCFF
Budget Reference	Professional Development
Amount	990,606
Source	LCFF

Budget Reference	Facilities	Budget Reference	Facilities	Budget Reference	Facilities
Amount	177,324	Amount	189,439	Amount	201,013
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software	Budget Reference	Materials, Hardware, Software

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

Increase stakeholder involvement.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

Stakeholders are often not actively engaged in the school processes. Parents, students and staff are expected to increase their involvement through a variety of meaningful activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
* Stakeholder participation data * Client Survey Results * Evidence of Communication	2016-2017 data will be reported in the spring.	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)	Stakeholder involvement will increase (Priority 3) Survey data will reveal high satisfaction (Priority 6) School communication will support engagement (Priority 3)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)
 All
 Students with Disabilities

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18			2018-19			2019-20		
X New	Modified	Unchanged	New	Modified	X Unchanged	New	Modified	X Unchanged
Establish partnerships and engage in outreach to community through community liaison and staff outreach.			Establish partnerships and engage in outreach to community through community liaison and staff outreach.			Establish partnerships and engage in outreach to community through community liaison and staff outreach.		
Development of a calendar of events.			Development of a calendar of events.			Development of a calendar of events.		
Communicate scheduled events.			Communicate scheduled events.			Communicate scheduled events.		
Open House and Award nights.			Open House and Award nights.			Open House and Award nights.		
Collect stakeholder input as measured by an annual survey. Develop baseline completion data.			Collect stakeholder input as measured by an annual survey. Develop baseline completion data.			Collect stakeholder input as measured by an annual survey. Develop baseline completion data.		
Communications for program			Communication of Program			Communications of program		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	73,991	Amount	79,047	Amount	83,876
Source	LCFF	Source	LCFF	Source	LCFF

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

Communication outreach and translation services in primary language by staff.

Transportation for those in need.

BUDGETED EXPENDITURES

2017-18

Amount 107,595

Source LCFF

Budget Reference Classified wages and benefits

Amount 24,478

Source LCFF

Budget Reference Transportaiton

2018-19

Amount 112,323

Source LCFF

Budget Reference Classified wages and benefits

Amount 25,559

Source LCFF

Budget Reference Transportation

2019-20

Amount 118,204

Source LCFF

Budget Reference Classified wages and benefits

Amount 26,892

Source LCFF

Budget Reference Transportation

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$4,236,018

Percentage to Increase or Improve Services: 33.21%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Using the FCMAT LCFF calculator, Mission View Public School has calculated it will receive \$4,207,584.00 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in the Goals/Actions/Services section of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

Mission View Public School has calculated it will receive \$4,207,584.00 in Supplemental and Concentration funding under the Local Control Funding Formula. Their proportional percentage has been calculated at 33.21% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in the Goals/Actions/Services section of this plan..

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

EXHIBIT B

SUSPENSION AND EXPULSION PROCEDURES

Suspensions and Expulsions

Handbook Guide and Forms

Revised: 2/18/16

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Student Suspension and Expulsion Due Process

Ca. Educ. Code 48911 (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5 for no more than five consecutive school days.

Implementation

Suspension follows if other correctional means have not been effective. Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process, Education Code 48900.5.

A student may be suspended from school for not more than 20 school days in any school year.

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year, Education Code 48903.

AB 1729 (effective Jan. 1, 2013) requires that all means of alternative discipline to correct a student's behavior be documented and included in the student's records. Add any and all instances of discipline measures to a student's file under Global Notes.

1. Definitions

Ca. Educ. Code 48925. As used in this article:

(a) "Day" means a calendar day unless otherwise specifically provided.

(b) "Expulsion" means removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in Section 46300.

(c) "School day" means a day upon which the schools of the district are in session or weekdays during the summer recess.

(d) "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following:

(1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level.

(2) Referral to a certificated employee designated by the principal to advise pupils.

(3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.

(e) "Pupil" includes a pupil's parent or guardian or legal counsel.

(h) For the purposes of this section, a "principal's designee" is any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.

In the event that there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one person at a time as the principal's primary designee for the school year.

An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's primary designee are absent from the school site. **The name of the person, and the names of any person or persons designated as "principal's designee," shall be on file in the principal's office.** (Ca. Educ. Code 48911(h)).

2. Notice of School Rules

During the enrollment process, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion.

Implementation

For new students, this requirement can be fulfilled by providing parents and students with the approved Parent Student Handbook for your school at the time of enrollment.

For continuing students, it is necessary to provide them with a copy of the schools rules related to discipline, suspension and expulsion at the beginning of the school year. This requirement can be fulfilled by providing them with Exhibit A or a copy of your school's Parent/Student Handbook. Exhibit A can be found in the next page.

3. Grounds for Suspension and Expulsion

Exhibit A

Ca. Educ. Code 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal

Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(s) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(t) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury

to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(v) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(w) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(x) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Terrorists Threats Ca. Ed. Code 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Ca. Educ. Code 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence Ca. Educ. Code 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment Causing Disruption Ca. Educ. Code 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

PLEASE NOTE: Due to signing of Assembly Bill 420; SECTION K IS NO LONGER GROUNDS FOR SUSPENSION IN GRADES K-3 AND GROUNDS FOR EXPULSION IN GRADES 1-12.

4. Duration of Suspension

The Superintendent, Principal or Designee may suspend a student from school for not more than 5 consecutive school days unless the suspension is extended pending expulsion.

Ca. Educ. Code 48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determine that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Ca. Educ. Code 48903. (a) Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

5. Suspensions shall be conducted according to the following procedures:

Ca. Educ. Code 48911. (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.

(b) Suspension by the principal, the principal's designee, or the superintendent of schools shall be preceded by an informal conference conducted by the principal or the principal's designee or the superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

(c) A principal, the principal's designee, or the superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee, or the superintendent of schools determines that an emergency situation exists. "Emergency situation," as used in this article, means a situation determined by the principal, the principal's designee, or the superintendent of schools to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Administrative Actions: The notice of suspension, Exhibit B, shall state the specific offense committed by the student, Education Code 48900.8 Student suspensions are to be processed by the principal or designee of the school. The school shall report the suspension, including the name of the student and the cause for the suspension, to the Vice President of Education on Exhibit C.

Implementation

The Principal or designee must review and investigate the charges made against the student prior to making a determination of suspension or recommendation for expulsion. A meeting with the student is mandatory prior to making a final determination. The appropriate suspension form (Exhibit B) must be prepared correctly and be made available to the parent if a meeting with the parent/student is scheduled. Please document time and date of meetings as well as the individuals in the meeting, for your protection. The suspension form/letter must be marked if expulsion is recommended. Attain proof of receipt if the form is mailed by the school. Attach receipt to file form.

Important: the Sp. Ed. department must be notified on the same day if the student is recommended for expulsion and has an I.E.P. or a 504 plan. If a student is part of the Foster Care System, the case worker and attorney must be invited in writing to the IEP meeting.

Equally important: the school liaison for Foster children as students must be notified on the same day if the student is recommended for expulsion.

Exhibit B

Student's Name: _____

Date: _____

Grade: _____

Birth date: _____

Telephone: _____

Dear Parent/Guardian Name

The purpose of this letter is to inform you that your child has been suspended from school. The period of suspension is _____ through _____. The inclusive number of days is _____. Your child may return to school at 8a.m. on _____.

The facts leading to the decision to suspend your child are as follows: On Date of Incident, your child, Name of Student, Brief Summary of Incident.

Your child's misbehavior constitutes a violation of Education Code sections 48900 (___) and (___). See attached for more information.

Indicate if the student was reached/spoken to; if not, indicate why not.

If you were able to talk to student and/or parent, provide a brief summary of the conversation pertaining to the facts of the incident. **If the student is being referred for expulsion, be sure parent/guardian knows and check the box below.**

As the parents of a suspended pupil, you have the following rights:

1. To request a meeting with the Principal or designee.
2. To have access to the pupil's school record.

During the suspension, your child is not permitted to be on the grounds of the school site or to participate in any of its activities.

Your child has also been referred for expulsion.

Sincerely,

Principal or Designee

Exhibit B**Education Code 48900**

Ca. Educ. Code 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to(r), inclusive:

- (a 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a 2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section,

"imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Terrorists Threats Ca. Ed. Code 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Ca. Educ. Code 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- Hate Violence Ca. Educ. Code 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

- Harassment Causing Disruption Ca. Educ. Code 48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

PLEASE NOTE: Due to signing of Assembly Bill 420; SECTION K IS NO LONGER GROUNDS FOR SUSPENSION IN GRADES K-3 AND GROUNDS FOR EXPULSION IN GRADES 1-12.

Exhibit C

Notice of Suspension to Administration

To: Dr. Patrick Hill, Vice President of Student Services

From: Administrator's Name

RE: Notice of Suspension of Student

Date: February 26, 2014

Students Name: _____ Grade: _____ DOB: _____

Parent or Guardian: _____

Address: _____

Telephone: _____

Incident Date: _____

Period of Suspension: _____ through _____

Inclusive number of days: _____

Student may return to school on: _____

The suspension was based on a violation of the following Education Code Section(s): 48900 List all Letters that Apply.

The description of the incident and facts leading to the decision to suspend are as follows: Provide short summary of incident

The student has been referred for expulsion: Yes No

(Please mark box(es) if student is referred for expulsion.)

The student has an I.E.P. or a 504 plan (circle which).

The Sp. Ed. department has been notified. Provide copy of this exhibit to Sp. Ed. Dept.

The student is part of the Foster Care System. Provide copy of this exhibit to school liaison for Foster Care students.

Parent contact by: Telephone In Person Date of contact: _____

6. Extension of Suspension

Education Code 48911(g) In a case where expulsion from a school or suspension for the balance of the semester from continuation school is being processed by the governing board of the school district, the district superintendent of schools, or other person designated by the district superintendent of schools in writing, may extend the suspension until the governing board of the school district has rendered a decision in the action. However, an extension may be granted only if the district superintendent of schools or the district superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil is a foster child, as defined in Section 48853.5, the district superintendent of schools or the district superintendent's designee, including, but not limited to, the educational liaison for the school district, shall also invite the pupil's attorney and an appropriate representative of the county child welfare agency to participate in the meeting. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.

Implementation

The extended suspension meeting must take place no later than 5 school days from the date of the suspension.

*The parent must receive notice of a scheduled meeting to discuss the possibility of an extended suspension. Such notice may be given by phone to expedite the process and must be followed by written notice. The written notice shall document when the parent was called by phone letting them know of the extended suspension meeting, Exhibit D notice shall be accompanied with a copy of Educational Code 48918, Educational Code 48918.5 which explains the expulsion process, Exhibit E. **If the student is part of the Foster Care System, the student's case worker and attorney must be invited in writing to the extended suspension meeting.** Proof of receipt of mailed notice is required. Attach receipt to file notice.*

A school official designated by the Superintendent will meet with the parent and student. The School Official will determine at this meeting if the student will be placed on extended suspension. If the student is placed on extended suspension as a result of this meeting, written notification of this action and of the time period it covers must be given to the parent/student, Exhibit F.

The School Official will review the expulsion process with the parent and student. The option of a Stipulated Expulsion will also be presented, Exhibit G.

Exhibit D

[Date]

Via Certified Mail

[Parent's Name]

[Address]

[Address]

SUBJECT: NOTICE OF EXTENDED SUSPENSION MEETING

Dear [Parent's Name]:

As you have been notified, [Student's Name] has been suspended from _____ and has been recommended for expulsion.

The reason for suspension is on [Suspension Date], [Student's Name] [violation committed], a violation of Education Code section 48900 (), (), () and ().

An appointment for you to meet with _____, _____ is scheduled for **[Date and Time]**, to discuss the possibility of an Extended Suspension. You were notified of this meeting by phone on [Date] at [Time a.m. /p.m]. During the meeting you will be informed of an upcoming expulsion hearing, and will also be presented with information on the school's stipulated expulsion process.

Thank you,

Dr. Patrick Hill
Vice President of Student Services
42455-10th Street West, Suite 105
Lancaster, CA 93534

Exhibit E

Ca. Educ. Code 48918. The governing board of each school district shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

(a) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.

Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the district governing board does not meet on a weekly basis, the governing board shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent, unless the pupil requests in writing that the decision be postponed.

If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

(b) Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing. The notice shall include all of the following:

- (1) The date and place of the hearing.
- (2) A statement of the specific facts and charges upon which the proposed expulsion is based.
- (3) A copy of the disciplinary rules of the district that relate to the alleged violation.

(4) A notice of the parent, guardian, or pupil's obligation pursuant to subdivision (b) of Section 48915.1.

(5) Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non-attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. Nothing in this subdivision shall preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. This section does not require a pupil or the pupil's parent or guardian to be represented by legal counsel or by a non-attorney adviser at the hearing.

(A) For purposes of this section, "legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

(B) For purposes of this section, "non-attorney advisor" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

(c) Notwithstanding Section 54593 of the Government Code and Section 35145, the governing board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the governing board may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.

If the governing board or the hearing officer or administrative panel appointed under subdivision (d) to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.

If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(d) Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with

the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this section.

(e) Within three schooldays after the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the governing board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the superintendent of schools or the superintendent's designee after consultation with school district personnel, including the pupil's teachers, and the pupil's parent or guardian. The decision not to recommend expulsion shall be final.

(f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

(g) A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.

(h) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

In hearings which include an allegation of committing or

attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

(i) (1) Before the hearing has commenced, the governing board may issue subpoenas at the request of either the superintendent of schools or the superintendent's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the governing board or the hearing officer or administrative panel may, upon request of either the county superintendent of schools or the superintendent's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

(2) Any objection raised by the superintendent of schools or the superintendent's designee or the pupil to the issuance of subpoenas may be considered by the governing board in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the governing board in response to an objection to the issuance of subpoenas shall be final and binding.

(3) If the governing board, hearing officer, or administrative panel determines, in accordance with subdivision (f), that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for in subdivision (f).

(4) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision thereof, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

(j) Whether an expulsion hearing is conducted by the governing board or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the governing board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the superintendent of schools or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

(1) Notice of the right to appeal the expulsion to the county board of education.

(2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion.

(3) Notice of the obligation of the parent, guardian, or pupil under subdivision (b) of Section 48915.1, upon the pupil's enrollment in a new school district, to inform that district of the pupil's expulsion.

(k) The governing board shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a non-privileged, disclosable public record.

The expulsion order and the causes therefor shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Exhibit F

Date

Via Certified Mail

Parent's name

Address

Subject: Notice of Extended Suspension

Dear

As a result of the meeting that took place on _____, (student's name) has been placed on extended suspension from (date of extended suspension meeting) through the date the Board of Directors will make the final decision on the pending expulsion.

During this extended suspension period, (student's name) is not allowed on the premises of the school at any time or on any other properties that are part of the school. In addition, (student's name) is not allowed to attend any activities sponsored by the school.

Please contact me with any questions that you may have at (661) 272-1225.

Dr. Patrick Hill
Vice President of Student Services
42455-10th Street West, Suite 105
Lancaster, CA 93534

Exhibit G**School Name****Address****Phone****AGREEMENT AND STIPULATION FOR FULL EXPULSION**

This **Agreement** is made and entered into by and between _____ (hereinafter referred to as the “Student”) _____ hereinafter referred to as the Parent/Guardian and the _____ Public Charter School (hereinafter referred as the “School”).

RECITALS

1. A Notice of Expulsion (“**Notice**”) pertaining to the Student, (*see* Exhibit A attached to this **Agreement**) was received by the Student and Parent/Guardian;
2. The Notice includes allegations of specific acts committed or engaged in by the Student, which acts are grounds for expulsion under applicable provisions of the *California Education Code*, including but not limited to, Section 48900; (___)
3. The Student/Parent/Guardian has been provided with the notice and copies of applicable provisions of the *California Education Code* and School rules and regulations governing expulsions;
4. The Student has been advised by School representatives that they have a right to consult with and/or otherwise engage counsel to represent them during any proceedings involving the Notice and/or this **Agreement**;
5. The Student has met with School representatives to discuss allegations contained in the Notice and applicable provisions of the *California Education Code* relating to expulsions;
6. The Student fully understands the charges contained in the Notice and the meaning and consequences of an expulsion order which may result from such charges;
7. At an upcoming meeting, the School’s governing board will consider and take action on the issue of expulsion based on the Student’s admissions and waiver of a right to an expulsion hearing as set forth in this **Agreement**.

8. The parties have determined that resolution of the issues raised in the Notice would best be served by an expedited and abbreviated process, which process would ultimately be beneficial to and in the best interest of the Student and School;

9. This **Agreement** is consistent with the intent of applicable provisions of the *California Education Code* relating to expulsions.

NOW, THEREFORE, the parties agree as follows:

SECTION 1. Recitals Approved. The parties agree that the above Recitals are true and correct.

SECTION 2. Purpose. The purpose of this **Agreement** is to establish a framework for the amicable, beneficial, and expedited resolution of issues raised in the notice (Exhibit A).

SECTION 3. Acknowledgment of Notice/Allegations. The Student and Parent/Guardian fully acknowledge, understand and admit the following:

- (a) _____
This violates California Education Code (__)
- (b) They have received the Notice and have carefully read the allegations contained herein and applicable *California Education Code* sections, have had an opportunity to discuss the allegations with School representatives and fully understand the allegations and the meaning and consequences of an expulsion order;
- (c) They have a right to a due process hearing to contest the allegations contained in the Notice, including a challenge that the identified acts constitute grounds for expulsion; and that the purpose and function of an expulsion hearing would be to decide if the allegations have been substantiated and, whether they constitute grounds for expulsion, and whether the Student should be expelled;
- (d) If substantiated, each and every specific act outlined in the Notice, either independently and/or collectively, is a ground for expulsion under *California Education Code Section 48900, et seq.*;
- (e) The specific acts committed or engaged in by the Student, as alleged in the Notice, did in fact occur.

SECTION 4. Waiver. The Student and Parent/Guardian relinquish their right to contest any expulsion order and make a knowing and voluntary waiver of their right to have an expulsion hearing, including the right (a) to all

notices and time lines required by statute, rule or regulation, (b) to be represented by legal counsel at such expulsion hearing, (c) to inspect and obtain copies of all documents which would have been used at the hearing. (d) to confront and question all witnesses who would have testified at the hearing, (e) to question all other evidence presented, and (f) to present oral and documentary evidence on the Student's behalf, including the witnesses.

Right to Appeal to County Board of Education: The Student and Parent/Guardian understand that under Education Code 48918(1) and 48919 they have a right to appeal within 30 days the expulsion order of the School and to be given written notice of this right. However, they hereby relinquish their right and make a voluntary waiver of their right to appeal the School's order of expulsion to the County board of Education and the right to receive notice of this right in the notice of the School's decision to expel.

SECTION 5. Governing Board Approval.

This **Agreement** is conditioned upon review and approval of the School's governing board.

SECTION 6. Application for Readmission; Rehabilitation Program

Student shall be expelled from _____ **Public Charter** through _____.

- (a) The final approval and content of the Rehabilitation Program shall be within the discretion of the School's Governing Board.
- (b) The Rehabilitation Program shall include the following; (the areas listed below will be considered pursuant to student's return to the _____ Public Charter School:
 - (1) Obey all laws of the State and Federal Government
 - (2) Enroll in and maintain attendance in good standing in an educational program meeting the requirements of California's compulsory attendance laws.
 - (3) Student is directed to attend _____.
 - (4) Prior to his/her return to the _____ Public Charter School, student shall demonstrate:
 - Appropriate academic progress (on target for graduation),
 - Positive attitude, and
 - Regular school attendance.
- (5) The student's progress will be evaluated for possible return to the school _____.
- (6) You have the right to enroll student in a private or parochial school (at parent's expense), or in another school district if the pupil lives in another district, but you must inform that school of student's expulsion.

SECTION 7. Reinstatement.

(a) Upon satisfactory completion of the Rehabilitation Program outlined in SECTION 6 of this **Agreement**, the Student may apply for readmission to the School. Any determination as to whether the Rehabilitation Program has been satisfactorily completed shall be vested in the sole discretion of the Hearing Officer or his/her designee.

SECTION 8. Effective date; Term. The effective date of this **Agreement** shall be the date approved by the School's Governing Board. Unless previously terminated by mutual agreement of the parties, all rights and obligations contained in this **Agreement** shall terminate upon reinstatement of the Student.

SECTION 9. Amendments. Neither this **Agreement** nor any of the terms hereof may be amended, modified, altered, waived or terminated except by a written instrument approved by the Board of Directors or their designee.

SECTION 10. Integration. This **Agreement** constitutes the entire understanding and agreement between the parties and supersedes all previous negotiations, understandings, and preliminary agreements, whether written or oral, between them.

IN WITNESS WHEREOF, the Student, and the School have caused this **Agreement** to be executed on their behalf by their duly authorized representatives.

STUDENT

Name _____ Dated: _____

Signature

PARENT/GUARDIAN

Name _____ Dated: _____

Signature

SCHOOL

Dr. Patrick Hill, Hearing Officer
Vice President of Student Services

Dated:

Signature

7. Authority to Expel

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) of Ed. Code 48900.

Only the Board may expel a student. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion," Ca. Educ. Code 48915. The Board may also order a student expelled for any of the acts listed under "Grounds for Suspension and Expulsion" upon recommendation by the Superintendent, designee or administrative panel.

Ca. Educ. Code 48915. (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(4) Robbery or extortion.

(5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery

as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Implementation

When meeting with the student and/or parent always use the phrase "recommending for expulsion" when referring to the expulsion process. The principal can only make a recommendation for expulsion. The expulsion panel can only make a recommendation for expulsion. The School Official can only make a recommendation for expulsion. Only the Board of Directors of each school has the authority to expel.

8. Student's Right to Expulsion Hearing- Timeline

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred, Education Code 48918(a).

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion, Education Code 48918(a).

If it is impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held, Education Code 48918(a).

Decision Within 10 School Days: The decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed, Education Code 48918 (a).

Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed, Education Code 48918(a).

Ca. Educ. Code 48918 (a) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the pupil has committed any of the acts enumerated in Section 48900, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the governing board.

Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the pupil, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the district governing board does not meet on a weekly basis, the governing board shall decide whether to expel the pupil within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the principal or the superintendent, unless the pupil requests in writing that the decision be postponed.

If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impracticable during the regular school year, the superintendent of schools or the superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an

additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays, as defined in subdivision (c) of Section 48925, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

Implementation

The timeline must be adhered to at all times. Only written requests for postponements can change the timeline. It is important to note that the timeline starts NOT when the student committed an expellable offense but when the principal or designee determined that an expelled offense was committed.

For calendaring purposes of the hearing and board meeting, it is best to start with identifying the very last day that a hearing can take place. Second date to be identified is that of the board meeting. Notices for the hearing and for the board meeting will follow after this first set of dates are identified.

9. Written Notice of Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 Calendar days before the date of the hearing utilizing Exhibit H. If a student is part of the Foster Care System, the same notice shall be sent to the student's case worker and attorney.

Implementation

Send notice by registered mail. Attach evidence of notice being mailed and received to the file copy.

Exhibit H

DATE

Via Certified Mail

ADDRESS

Re: Notice of Expulsion Hearing

Dear:

An expulsion hearing for _____ from _____ Public Charter has been scheduled for _____ at _____ a.m. The hearing will take place in the Administration Office at _____ Public Charter School at (address)

 The description of the incident and facts leading to the decision of holding an expulsion hearing are: Ed Code _____, _____.

You have the right to be present at the hearing and to present any witnesses on behalf of your child. You have the right to be represented by legal counsel or by a non-attorney adviser. You have the right to inspect all documents used at the hearing. You will be provided with copies. You will have the opportunity to confront and question all witnesses who testify at the hearing, and the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses. As the student's parent/guardian you have the obligation, pursuant to Education Code 48915.1, to provide information about the student's status to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915 (a) or (c). Please contact me at (661) 618-0631 if you have any questions or concerns regarding this process.

Regards,

Dr. Patrick Hill
 Vice President of Student Services
 42455-10th Street West, Suite 105
 Lancaster, CA 93534

10. Conduct of Expulsion Hearing

Closed Hearing: Notwithstanding the provisions of 54953 and Education Code 35145, a panel shall conduct a hearing to consider the expulsion of the student in a session closed to the public. An impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d)) shall be the making of the expulsion Administrative panel.

Only panel members, student/parent and others that Parent brought as support, and school administrator and witnesses are allowed at the hearing.

Ca. Educ. Code 48918(d) Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California pursuant to Chapter 14 (commencing with Section 27720) of Part 3 of Division 2 of Title 3 of the Government Code and Section 35207, for a hearing officer to conduct the hearing. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the board or employed on the staff of the school in which the pupil is enrolled.

The hearing shall be conducted in accordance with all of the procedures established under this section.

Implementation

One of the three panel members must be identified as the chair for the panel. The chair has the responsibility of leading the hearing by reading the prepared script, Exhibit I. The chair also has the responsibility of turning the decision or outcome of the hearing into the Superintendent, Exhibit J.

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made, Education Code 48918(g).

Implementation

A recording device is needed for each expulsion hearing. The hearing will be recorded and the recording submitted to the Superintendent or designee along with the written outcome. All present at the hearing will be notified that the hearing is being recorded.

Presentation of Evidence: Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm, Education Code 48918 (f) and (h), Exhibit K.

Ca. Educ. Code 48918(f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

Ca. Educ. Code 48918 (h) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.

In hearings which include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Implementation

The administrator presenting the case must have all paperwork in chronological order.

The presenter must have one folder for each of the panel members and a folder for the

parent/guardian of the student. The folders must be identical; emphasis is placed on the content of the folder being identical for all parties. A picture(s) of any and all tangible evidence pertinent to the case shall be submitted as evidence. Witness testimonies must have other students' names blacked out at all times. Background information on the student, grades, attendance, etc. may not be submitted as evidence during the presentation of the case. Such information may be submitted during the closing statements. Copies must be provided to the parent/guardian of items given to the hearing panel.

Exhibit I

Administrative Hearing Panel
Expulsion Hearing Outline
Script

Today is _____ (date) at _____ (time) and we are commencing the Administrative Hearing Panel to consider the expulsion recommendation for _____ (student name) to the _____ High School Board of Trustees.

1. My name is _____ and I am _____ (position), and I will serve as the chairperson of the Administrative Hearing Panel.

The Administrative Panel Members are: _____ (name & position) and _____ (name & position)

2. I will now introduce the person who will be representing the school:
_____ (name & position)
3. (Student name) _____, would you please introduce those persons who are with you and identify their relationship to you?
4. It is my responsibility to advise the pupil and the other persons in attendance representing the pupil that an electronic recording of the hearing will be made for the purpose of compliance with Education Code.

***FYI:** A record of the hearing shall be made. This hearing is being recorded.*

5. It is also my responsibility to advise those in attendance that the technical rules of evidence shall not apply to the hearing, but evidence may be admitted and given probative effect only if it is the kind upon which reasonable persons are accustomed to rely in the conduct of serious affairs.
 - Does anyone have questions or need clarification on this point?

***FYI:** Technical rules of evidence shall not apply to such hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the governing board to expel*

must be supported by substantial evidence showing that the pupil committed any of the acts enumerated in Section 48900.)

6. It is important that student and those representing the student understand that they have the right to:
 - i. Know the charges against the pupil;
 - ii. Present fully the pupil's side of the charges orally or in writing;
 - iii. Review evidence, challenge evidence, present evidence, or introduce mitigating circumstances; and right to call witnesses.
 - iv. Receive a copy of pupil's cum file, if you so desire;
 - v. Make a statement or response regarding the disciplinary action against the pupil, which will be made a part of the expulsion record.

(Clarify any items not well understood)

7. The purpose of this hearing is to determine whether there is sufficient evidence to recommend expulsion of student from _____ to the Board of Trustees. It is our duty to provide a fair and impartial hearing. It is not our place to punish but to determine whether the pupil's presence on campus poses a possible threat to others or would be disruptive to the learning process.

After it is determined whether it was an expellable offense, the Panel will decide what action to take with your individual case. The Panel has three (3) options available:

- 1) Recommend expulsion and a plan for rehabilitation; this could include counseling, community service, etc.;
 - 2) Recommend expulsion, but suspend the enforcement of the expulsion and allow the student to return to school, not necessarily at the current school, plus a rehabilitation plan;
 - 3) Recommend not to expel.
8. The meeting will be conducted in the following manner:
 - 1) The school representative will present the charges, evidence and may call witnesses appropriate to testify. Members of the Panel, student and parent, or those representing the student, may ask questions of what is being presented.

- 2) The parent will present whatever evidence they have, whether it is written or verbal and whether they would like to call any witnesses; this would be the appropriate time. The same rules of cross-examination apply: the school may ask questions, as well as members of the Panel, as to what is presented.
 - 3) Each party will have a chance to make a closing statement; school would be first; student and parent would be second; and then I, as Chair of the Administrative Hearing Panel, will have some closing comments. When I conclude my comments, the Panel will adjourn to closed session in order to reach a recommendation. This recommendation will then be forwarded to the Board of Trustees.
9. The school has the burden of proving the allegations in the notice of hearing. The district will present its case first, and then the student has an opportunity to present their case.

This Panel will determine whether to recommend expulsion to the governing board.

If this Panel recommends against expulsion, then the student will be immediately be reinstated and permitted to return to an instructional program. If this Panel recommends for expulsion, the matter will then be decided by the governing board who may or may not accept the recommendations to expel and/or any other recommendation this Panel may make.

10. I would ask all those who are going to give testimony to please raise your right hand. “Do you affirm that the information you are about to give will be the whole truth and nothing but the truth?” Those giving testimony will say “I do” or “I will”.

FYI (The only persons remaining in the room are the parents of the student, or the attorney, or those representing the school district. Anyone other than these people should wait in the reception area and be called individually and sworn in at that time. Once they have finished giving testimony, they should be advised not to discuss that testimony with anyone else after they leave)

_____ (name of school administrator), will you please address the due process requirements?

- a) Who was the legally responsible administrator in this case?
_____ (name)
 - b) Was student enrolled in school at the time of the alleged incident? Yes / No
 - c) Was student suspended and the date? Yes / No _____ (date)
 - d) Was the suspension proper under E.C. 48900 on the basis of the law?
Yes / No
 - e) Was a parent conference held and the date? Yes / No
_____ (date)
 - f) Was student's suspension extended? Yes / No
 - g) Was student arrested? Yes / No Was a sheriff's report taken? Yes / No
 - h) Was there an anonymous tip involved in the school's intervention? Yes / No
 - i) How are the students made aware of the rules, regulations and expectations regarding behavior on our campus? i.e. Handbook (point out page number in the student's handbook)
 - j) Question by Chair of the School Administrator: Has the district provided documentation to the parents within the 10-day time limit? Yes / No
11. _____ (name of school administrator), do you have any witnesses?

The school representative now will present the case and review the evidence. Those representing the pupil will have the opportunity to cross-examine and question the school administrator on what was presented after members of the Administrative Hearing Panel have asked any questions for clarification.

School presents charges:

***FYI** (Here the presenter should mention the ed codes that the school is referencing for the expulsion, read the incident report, and then present any witness statements. If there are any witnesses, witness will be called one time and only once. The school may also review attendance, discipline record, and grades at this time, or in their closing statements.)*

12. Student may now respond to the charges by calling any witness or by testifying in his/her behalf. If there are documents to be presented, please do so now.
13. _____ (name of pupil), do you have any witnesses?

The pupil, or representative, now will present the case and review the evidence. Those representing the school will have the opportunity to cross-examine and question the pupil on what was presented after members of the Administrative Hearing Panel have asked any questions for clarification.

Questions by a) Panel and by b) Administrator

14. Now that each party has finished presenting their case, each party has the opportunity of presenting a closing statement.

a) Does the school have any closing statements to be presented?

FYI (This would be a good time to include student attendance, discipline, grades and also the IEP if applicable, etc. This is also the appropriate time to reiterate the reasons this student should be expelled.).

b) Does the student or his/her representative have any closing statements?

(Encourage the student to speak about why he/she should not be expelled)

15. Before this hearing is adjourned, I want to remind the student and his/her representatives of additional rights and possible alternatives.

- i. You have the right to appeal the local Board action to the _____ County Board of Education. Such appeal must be made within thirty (30) days following the local Board's vote to expel.
- ii. If expulsion is recommended, you have the right to enroll student in a private or parochial school or in another school district.
- iii. There are alternative programs to which the pupil may be assigned, if the Board votes to expel but suspends the enforcement of the expulsion.
- iv. Any recommendations made by the Administrative Hearing Panel will be in writing and will be sent to you by mail.

16. After this hearing is adjourned, this Panel will make its determination in two (2) parts:

First: The Panel will determine if the alleged incident did occur and if violations of the Education Code, Board Policies and District code of Discipline did take place.

Second: If the Panel determines that the Ed Code has been violated, then the Panel will proceed to deliberate to determine what its recommendation to the Board of Trustees will be.

17. Please remember that the Board of Education is the only body that can expel a student. This Panel will only present to the Board a recommendation.

18. Are there any questions regarding these procedures?

19. This hearing is adjourned at _____ (time) and _____ (date).

Exhibit J

Date of Expulsion Hearing _____

School recommending the Expulsion _____

Expulsion panel members: _____

_____, Chair

Panel's Decision:

Signatures of Panel Members:

11. Hearing Panel Recommendation

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Principal or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian, Education Code 48918(e).

If an expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order, Education Code 48918(f).

Ca. Educ. Code (f) If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the governing board may order.

The decision of the governing board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this section, no evidence to expel shall be based solely upon hearsay evidence. The governing board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the governing board or the hearing officer or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

Implementation:

The hearing panel chair is responsible for submitting a document to the Vice President of Education stating the recommendation made by the panel, Exhibit J. Length of time for expulsions:

A. For the remainder of the semester in which the recommendation for expulsion was made.

B. One semester from the end of the semester in which the recommendation for expulsion took place.

C. One year (maximum) from the date the recommendation for expulsion was made.

In addition, the panel may recommend suspending the expulsion.

The recommendation will be submitted to the Board of Trustees.

D. School Administration must adhere to the timeline required in sending written notice to the parent/student of the Board meeting where the School Board will make the final decision on the submitted recommendation, Exhibit L.

Exhibit L

DATE

Via Certified Mail

ADDRESS

Notice of Hearing Panel Recommendation,

Re: Notice of School Board Meeting

Dear:

This letter is to notify you that your son/daughter _____ has been recommended for expulsion from _____ Public Charter School. The recommendation by the _____ based on the _____ of _____, will be brought to the _____, Inc., School Board of Education for review in a close session meeting on _____ at _____ p.m. The Boards action on this matter will be announced during the public session following the review and a letter will be mailed to notify you of this action. You have the right to attend the board meeting and to address the board on your child's behalf. The meeting will take place at _____. If you have any questions or concerns regarding this process, please call me at (661) 272-1225.

Sincerely,

Dr. Patrick Hill
 Vice President of Student Services
 42455-10th Street West, Suite 105
 Lancaster, CA 93534

12. Waiver of Hearing (Default Proceedings): Stipulated Expulsion Process

The Board may appoint an impartial Hearing Officer to carry out a stipulated expulsion process only if and when the student /parent(s) agree.

If the parent/guardian agrees that their son/daughter behaved essentially in the manner stated in the principal's letter recommending expulsion and that such behavior constitutes a violation of the California Education Code, Section 48900, 48900.2, 48900.3, 48900.4, 48900.7 and/or 48915 a suspendable/expellable offense, the parent/guardian may request to waive the Administrative Hearing panel, Exhibit M.

When the parent/guardian agrees to waive the Administrative hearing Panel, they also waive all notification and timelines related to the expulsion hearing process, along with their rights to appeal the determination of the Board.

The Board has the discretionary power to accept, reject, or modify all recommendations.

Implementation

This process is carried out by the Hearing Officer and it normally takes place at the same meeting for a possible extension of suspension. The parent is given and explained all information available on the suspension/expulsion process. The parent is given the option of choosing the stipulated process instead of the expulsion hearing. It is the parent that makes the decision. School Administration must adhere to the timeline required in sending written notice to the parent/student of the Board meeting where the School Board will make the final decision on the submitted recommendation, Exhibit L.

Exhibit M

School Name
Address
Phone

Waiver Agreement

TO: Board of _____ Public Charter School

DATE: _____

Student Name: _____ D.O.B. _____

_____/Parent/Guardian acknowledges having met with Dr. Patrick Hill. _____ has been informed of, and understands the right to due process with regard to the expulsion recommendation against _____, by _____, Principal, _____ Public Charter School.

We have received the suspension form and a copy of the Principal’s letter requesting expulsion. We received a letter dated _____, which explained the reasons for the extended suspension placed upon _____.

After careful consideration, we voluntarily request a waiver of the pending expulsion hearing before a _____ Public Charter Administrative Hearing Panel. We understand that the purpose and the function of the waived hearing would have been for fact-finding and to submit recommendations to the Board when the Board meets to deliberate and act on this matter. We understand and agree to waive all rights we would have had in connection with the waived hearing, including the opportunity to appear in person or employ and be represented by counsel, to inspect and obtain copies of all documents to be used, to confront and question all witnesses, to question all other evidence to be presented and, to present oral and documentary evidence on behalf of _____ including witnesses.

We admit that _____ behaved in the manner stated in the principal’s letter recommending expulsion and that such behavior constitutes a violation of the *California Education Code, 48900* (____)

We request that all legal time lines and notifications in this matter be waived. By signing this wavier, we agree to waive our right to appeal any decision of the County Board of Education to expel based upon this admission.

The following will be presented to the Board of Education for its consideration. The term of expulsion will be for the _____ school year. _____ will be referred to _____ while on expulsion status.

The authority to determine whether the student has or has not complied with any requirements, term and/or condition related to the expulsion order of this Board shall be made by the Director of Student Services Designee. If the Director, in his/her discretion determines that the student has not maintained good attendance, good grades and proper conduct and has not complied with and/or performed any requirement imposed by this Board as a condition of the expulsion order, he may rescind enrollment in _____.

I knowingly, intelligently and voluntarily waive my constitutional rights in this matter. I do so freely and voluntarily with the understanding of the nature and consequences thereof.

Date **Parent/Guardian**

Date **Student**

Date **School Representative**

13. Final Action by the Board

If the Board reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to school. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion " above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred, Education Code 48916.

Ca. Educ. Code 48916. (a) An expulsion order shall remain in effect until the governing board, in the manner prescribed in this article, orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. If an expulsion is ordered during summer session or the intersession period of a year-round program the governing board shall set a date, not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.

(b) The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

(c) The governing board of each school district shall adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

(d) If the governing board denies the readmission of an expelled pupil pursuant to subdivision (c), the governing board shall make a determination either to continue the placement of the pupil in the alternative educational program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving

expelled pupils, including placement in a county community school.

(e) The governing board shall provide written notice to the expelled pupil and the pupil's parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program. The written notice shall also include the determination of the educational program for the expelled pupil pursuant to subdivision (d). The expelled pupil shall enroll in that educational program unless the parent or guardian of the pupil elects to enroll the pupil in another school district.

14. Written Notice to Expel

The Principal or designee shall send written notice of the decision to expel to the student or parent/guardian. If the student is part of the Foster Care System, the same notice shall be sent to the student's care worker and attorney. This notice, Exhibit N, shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a-q), Education Code 48900.2 – 48900.4, 48900.8, and 48915(c). Education Code 48900.8
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian, Education Code 48916.
3. Notice of the right to appeal the expulsion to the County Board of Education, Education Code 48918. Except for Stipulated expulsions who waived the right to appeal.
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion, Education Code 48918.
5. Notice of the student's or parent/ guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1, Education Code 48918.

Implementation

The principal shall also send a notification letter to the school district last attended by the student prior to attending Learn 4 Life. This letter will notify the district of the expulsion of the student, Exhibit O.

Exhibit N

DATE

_____, Student and
 Parent of _____
 (ADDRESS) _____

Case Number: _____
 D.O.B.: _____

Dear Student and Parent:

In a closed session held on _____, the Board of Trustees of the _____ Charter School heard the expulsion case of STUDENT'S NAME, who was charged with violation of California Education Code, Section 48900 (), () and (). The Board of Trustees unanimously voted to adopt and accept the recommendation of the _____ to expel _____ from _____ Public Charter School for the (Example) remainder of this semester and the following semester, through June 29, 2012. _____ is referred to _____ while on expulsion status. Please contact _____ at _____ ext., for enrollment procedures.

As per Education Code 48915.1 subsection (b), if STUDENT'S NAME attempts to enroll in another school district, the parent of STUDENT'S NAME must inform the receiving school district of the expulsion status with the previous school district. If this information is not provided to the new school district and that school district later determines that STUDENT'S NAME was expelled from _____ Public Charter School, the failure to disclose the required information shall be recorded and discussed in the hearing by the new school district to determine if STUDENT'S NAME may be enrolled in the new district. The governing board shall maintain a record of each expulsion. Records of expulsions shall be non-privileged, disclosable public records.

Exhibit N

The order of this expulsion allows either STUDENT'S NAME and/or the parent of STUDENT'S NAME to apply for readmission to _____ Public Charter School on _____

A student expelled from _____ Public Charter School District is not to be present on the grounds of any school, any school sponsored activity or any educational building within the school without specific school business and without knowledge of the administration in charge of the school or building.

If you have any questions, please feel free to call _____, Principal at _____

Sincerely,

Dr. Patrick Hill
Vice President of Student Services
42455-10th Street West, Suite 105
Lancaster, CA 93534

Exhibit O

Date:
 Via U.S. Mail and E-Mail:
 District of Residence:
 Attention: Student Services & School Attendance Director
 Address:

Re: _____ Expulsion from _____

Dear Director:

Our records show that the referenced student was last enrolled in your school district. This shall serve as notice as required by Section 47605(d) (3) of California Education Code which states:

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full time education pursuant to Section 48200.

The following student is being reported to you, because he/she: was expelled from our school on _____.

Student's Name	SSID #	Birthdate	Finish Date	Student's Address	Phone
----------------	--------	-----------	-------------	-------------------	-------

As required by Education Code section 47605(d)(3),

Please notify us if you would like a copy of the following documents which we have record for the student.

- cumulative record:**
- transcript of grades:**
- report card; and**
- immunization record.**

Please contact _____ at _____ for information regarding this letter, the process, or the student.

_____ Administrative Assistant

15. Decision Not to Enforce Expulsion Order

Suspended Expulsion voted by Board of Trustees.

The suspension of the enforcement of an expulsion shall be governed by the following, Education Code 48917:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for suspension and Expulsion" above or violates any of the school's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion proceedings.

Ca. Educ. Code 48917. (a) The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the governing board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

(b) The governing board shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Section 56026.

(c) During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

(d) The governing board may revoke the suspension of an expulsion order under this section if the pupil commits any of the acts enumerated in Section 48900 or violates any of the district's rules and regulations governing pupil conduct. When the governing board revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

(e) Upon satisfactory completion of the rehabilitation assignment of a pupil, the governing board shall reinstate the pupil in a school of the district and may also order the expungement of any or all records of the expulsion proceedings.

(f) A decision of the governing board to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

16. Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education, except for stipulated expulsions. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation, Education Code 48919.

Ca. Educ. Code 48919. If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the governing board to expel, file an appeal to the county board of education which shall hold a hearing thereon and render its decision.

The county board of education, or in a class 1 or class 2 county a hearing officer or impartial administrative panel, shall hold the hearing within 20 schooldays following the filing of a formal request under this section. If the county board of education hears the appeal without a hearing conducted pursuant to Section 48919.5, then the board shall render a decision within three schooldays of the hearing conducted pursuant to Section 48920, unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date a governing board votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation pursuant to Section 48917. A pupil who fails to appeal the original action of the board within the prescribed time may not subsequently appeal a decision of the board to revoke probation and impose the original order of expulsion.

The county board of education shall adopt rules and regulations establishing procedures for expulsion appeals conducted under this section. If the county board of education in a class 1 or class 2 county elects to use the procedures in Section 48919.5, then the board shall adopt rules and regulations establishing procedures for expulsion appeals conducted under Section 48919.5. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil and the governing board regarding the appeal, the furnishing of a copy of the expulsion hearing record to the county board of education, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the school district simultaneously with the filing of the notice of appeal with the county board of education. The school district shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request. Upon receipt of the records, the pupil shall immediately file suitable copies of these records with the county board of education.

Implementation

In the case of an appeal, all records of the suspension and expulsion proceedings will be requested. The records and recording will be reviewed by the County's Board of Trustees. The County Board can uphold the decision of the school board or reject it.

17. Teacher's Notice- To be used when admitting students who have been previously expelled from school.

A school District shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in those acts, Exhibit P. The district shall provide the information to the teacher based upon any records that the district maintain in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Ed. Code 49079.

Ca. Educ. Code 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Implementation

The principal is responsible for notifying the supervising teacher according to the requirement of Ed. Code 49079. This code reminds all educators that this information is to stay confidential and shall not be disseminated by the teacher. In addition, this education code requests that the information provided shall be from the previous three school years. Since for the most part our students are recent enrollees, the information to be provided must be the information available to the school at the time of enrollment and henceforth. Teacher's Notice, Exhibit P. The supervising teacher is to make an entry on the global notes section of the student's electronic record.

Exhibit P

Student Notification
(Education Code Section 49079)

Dear

Pursuant to Education Code 49079, you are being notified that the _____ High School has reviewed the cumulative files of _____ for the last _____ years. Our review indicates that the student has previously been engaged in an act(s) under 48900()(): _____

You are advised that you have received the foregoing information in confidence and you are not to disseminate this information to any person under any circumstances.

If you have any questions or comments regarding this matter, please contact me.

Sincerely,

Principal

18. Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Ed. Code 48902, Exhibit Q.

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 629.9 and 626.10

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Ed. Code 48900 (c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. Ed. Code 48902

Ca. Educ. Code 48902. (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code.

(b) The principal of a school or the principal's designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupils that may violate subdivision (c) or (d) of Section 48900.

(c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or nonpupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.

(d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

(e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).

(f) The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of

Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Implementation

All communication with the authorities must be documented by school staff as part of the suspension/expulsion report and also as part of information that may have to be provided to parents and/or guardians. Document at what time the call was placed, which officer responded to the call, and/or if no one responded to the call.

Exhibit Q

Law Enforcement Notification

Date of Notification: _____

Time: _____

Person making notification: _____

RE: Notification of PC 245 Violation (OR)
 Notification of Drug/Alcohol Offense (OR)
 Pupil Assault/Attack on School District Employee

Date: _____

As required by Education Code section 48902, I write to inform you that a student at our school is alleged to have been involved in an assault with a deadly weapon or is alleged to have violated Education Code Section 48900 (c) or (d) [possessed or sold drugs or alcohol] or has attacks, assaults, or menaces a school district employee.

The Education Code requires that law enforcement be notified prior to suspending a student for any act, which may violate Penal Code section 245 (also see Education Code section 44030). The Education Code also requires that law enforcement be notified within one (1) day of suspending a student for possession or sale of drugs or alcohol or if a pupil attacks, assaults, or menaces a school employee (see Education Code section 44014). Please consider this memo that notification.

This notification relates to the following facts:

Student Name: _____

Date of Incident: _____

Grade: _____

Home Address: _____

Home Telephone: _____

Education Code section violated: _____

Description of Incident: _____

Law Enforcement Responded Yes No

Name of Contact Officer: _____

Exhibit R**Expulsion Referral Check List**

Student Name: _____ Grade: _____ DOB: _____

Administrative Hearing Panel Meeting date and time: _____

Check the items listed below that are attached:Process Documents

1. Parent Suspension Letter 2. Request of Recommendation for Expulsion
3. Summary Report Describing Actions Taken by the School to Correct Student's Previous Misbehavior (if appropriate)
4. Notice of Extension of Suspension Meeting 5. Letter of Results of Extension of Suspension Meeting
6. Stipulated Expulsion packet, if applicable 7. Notice to parent of expulsion hearing date
8. Notice to parent of board meeting date 9. Law Enforcement Notification (if necessary)
10. If student is part of Foster Care System, required documents:
- Case Worker and Attorney notice of IEP mtg., if student in Sp. Ed.
 - Case Worker and Attorney notice of extended suspension mtg.
 - Case Worker and Attorney notice of expulsion hearing
 - Case Worker and Attorney notice of expulsion board meeting

Student Records:

11. Academic Record 12. Attendance Record 13. Test Scores
14. 504 or Sp Ed manifestation 15. Counselor Report

Verification Documents Pertaining to Recommended Expulsion:

16. Statement of Witnesses 17. Police Report of Incident

Closing Documents:

18. Letter to Student /Parent of Board mtg. results
19. Law Enforcement Notification Letter (if necessary)
20. If expelled, letter to District student last attended

EXHIBIT C

MULTI-YEAR FISCAL BUDGET AND NARRATIVE

Multi Year Financial Plan

School Name: MISSION VIEW PUBLIC CHARTER

Operating Years: Year 1 - Year 4

Time Period: 2017/18 - 2020/21

Object Code	Description	2017-18	2018-19	2019-20	2020-2021
REVENUES					
	ADA	1536	1556	1576	1596
	Revenue Limit Sources				
8011	LCFF State Aid	\$ 12,697,762	\$ 13,888,912	\$ 14,899,623	\$ 15,993,325
8012	Education Protection Account - EPA	\$ 2,149,059	\$ 1,987,734	\$ 2,013,283	\$ 2,038,832
	Total, Revenue Limit Sources	\$ 14,846,821	\$ 15,876,646	\$ 16,912,906	\$ 18,032,157
	Federal Revenues				
8290	NCLB Teacher Quality (Title II)	\$ -	\$ -	\$ -	\$ -
8290	NCLB Limited English Proficient (Title III)	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science	\$ -	\$ -	\$ -	\$ -
8181	Federal IDEA - SPED	\$ 299,750	\$ 192,000	\$ 194,500	\$ 197,000
8260-8299	Other Federal Revenues	\$ -	\$ -	\$ -	\$ -
	Total, Federal Revenues	\$ 299,750	\$ 192,000	\$ 194,500	\$ 197,000
	Other State Revenue				
8321	Special Education - State	\$ 772,608	\$ 782,668	\$ 792,728	\$ 802,788
8556	State Lottery	\$ 453,222	\$ 290,304	\$ 294,084	\$ 297,864
8096	In Lieu Property Tax	\$ 2,149,059	\$ 1,987,734	\$ 2,013,283	\$ 2,038,832
8550	Mandated Cost Reimbursement	\$ 56,832.00	\$ 57,572.00	\$ 58,312.00	\$ 59,052.00
8590	All Other State Revenues	\$ -	\$ -	\$ -	\$ -
	Total, Other State Revenues	\$ 3,431,721	\$ 3,118,278	\$ 3,158,407	\$ 3,198,536
	Other Local Revenue				
8600	Transfers from Sponsoring LEA	\$ -	\$ -	\$ -	\$ -
8660	Interest	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000
8699	Fundraising	\$ -	\$ -	\$ -	\$ -
8700	Other Grants	\$ -	\$ -	\$ -	\$ -
8710	All Other Local Revenues	\$ -	\$ -	\$ -	\$ -
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ -	\$ -	\$ -	\$ -
	Total, Local Revenues	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000
	TOTAL REVENUES	\$ 18,588,292	\$ 19,196,924	\$ 20,277,813	\$ 21,439,693
EXPENDITURES					
	Certificated Salaries				
1100	Teacher Salaries	\$ 4,237,422	\$ 4,361,561	\$ 4,426,984	\$ 4,555,797
1130	Tutors	\$ 384,076	\$ 389,837	\$ 445,145	\$ 502,025
1170	Substitute Teacher Salaries	\$ 127,123	\$ 130,847	\$ 132,810	\$ 136,674
1200	Certificated Pupil Support/Teacher Aide Salaries	\$ 456,141	\$ 462,983	\$ 519,928	\$ 545,116
1300	Certificated Supervisor and Administrator Salaries	\$ 781,550	\$ 793,273	\$ 920,197	\$ 1,050,750
1900	Other Certificated Salaries	\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries	\$ 5,986,312	\$ 6,138,501	\$ 6,445,064	\$ 6,790,362
	Classified (non-certificated) Salaries				
2100	Instructional Aide Salaries	\$ 639,450	\$ 649,042	\$ 658,777	\$ 709,310
2200	Non-certificated Support Salaries	\$ 976,938	\$ 991,592	\$ 1,006,465	\$ 1,058,408
2300	Non-certificated Supervisor and Administrator Salaries	\$ 180,721	\$ 183,432	\$ 292,058	\$ 295,519
2400	Clerical and Office Salaries	\$ 152,250	\$ 154,534	\$ 156,852	\$ 191,045
2900	Other Non-certificated Salaries	\$ 103,530	\$ 105,083	\$ 142,212	\$ 144,345
	Total, Non-certificated Salaries	\$ 2,052,888	\$ 2,083,682	\$ 2,256,365	\$ 2,398,628

Multi Year Financial Plan

School Name: MISSION VIEW PUBLIC CHARTER

Operating Years: Year 1 - Year 4

Time Period: 2017/18 - 2020/21

Object Code	Description	2017-18	2018-19	2019-20	2020-2021
	Employee Benefits				
3101-3302	OASDI/Medicare	\$ 614,999	\$ 628,997	\$ 665,659	\$ 702,958
3401-3402	Health and Welfare Benefits	\$ 1,245,908	\$ 1,342,510	\$ 1,476,667	\$ 1,655,273
3501-3502	Unemployment Insurance	\$ 59,640	\$ 60,060	\$ 61,740	\$ 64,680
3601-3602	Workers' Compensation Insurance	\$ 160,784	\$ 164,444	\$ 174,029	\$ 183,780
3701-3702	Retirement	\$ -	\$ -	\$ -	\$ -
3901-3902	403B and Other Employee Benefits	\$ 321,568	\$ 328,887	\$ 348,057	\$ 367,560
	Total, Employee Benefits	\$ 2,402,899	\$ 2,524,898	\$ 2,726,152	\$ 2,974,250
	Books and Supplies				
4100	Approved Textbooks and Core Curriculum Materials	\$ 439,295	\$ 458,309	\$ 478,614	\$ 499,163
4200	Books and Other Reference Materials	\$ 5,272	\$ 5,500	\$ 5,743	\$ 5,990
4300	Materials and Supplies	\$ 709,901	\$ 740,627	\$ 773,441	\$ 806,648
4400	Non-capitalized Equipment(computers, printers, servers)	\$ 351,436	\$ 366,647	\$ 382,892	\$ 399,331
4700	Food	\$ -	\$ -	\$ -	\$ -
	Total, Books and Supplies	\$ 1,505,903	\$ 1,571,083	\$ 1,640,690	\$ 1,711,131
	Services and Other Operating Expenditures				
5200	Travel and Conferences	\$ 202,752	\$ 209,500	\$ 216,436	\$ 223,567
5300	Dues and Memberships	\$ 49,152	\$ 50,788	\$ 52,469	\$ 54,198
5400	Insurance	\$ 11,520	\$ 12,672	\$ 13,939	\$ 15,333
5500	Utilities and Housekeeping Services	\$ 148,992	\$ 163,891	\$ 180,280	\$ 198,308
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 1,214,976	\$ 1,336,474	\$ 1,470,121	\$ 1,617,133
5800	Professional/Consulting Services and Operating Expend.	\$ 4,153,344	\$ 4,291,572	\$ 4,433,669	\$ 4,579,732
5900	Communications (Phones, ISP, Internet)	\$ 192,000	\$ 195,840	\$ 199,757	\$ 203,752
	Total, Services/Other Operating	\$ 5,972,736	\$ 6,260,737	\$ 6,566,672	\$ 6,892,024
	Capital Outlay				
6100-6170	Land and Land Improvements	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries	\$ -	\$ -	\$ -	\$ -
6400	Equipment (computers, servers, etc. over \$5,000)	\$ -	\$ -	\$ -	\$ -
6490	Furniture	\$ -	\$ -	\$ -	\$ -
6900	Depreciation	\$ 142,435	\$ 149,556	\$ 157,034	\$ 164,886
	Total, Capital Outlay	\$ 142,435	\$ 149,556	\$ 157,034	\$ 164,886
	Other Outgo				
7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -
7350	District Oversight(1%)	\$ 148,468	\$ 158,766	\$ 169,129	\$ 180,322
7438	Debt Interest	\$ 213,938	\$ 216,724	\$ 219,510	\$ 222,295
	Total, Other Outgo	\$ 362,406	\$ 375,490	\$ 388,639	\$ 402,617
	TOTAL EXPENDITURES	\$ 18,425,579	\$ 19,103,946	\$ 20,180,615	\$ 21,333,898
	Excess of Revenues over Expenditures	\$ 162,713	\$ 92,978	\$ 97,198	\$ 105,795
	Beginning Fund Balance	\$ 2,231,489	\$ 2,394,202	\$ 2,487,179	\$ 2,584,377
	Net Income	\$ 162,713	\$ 92,978	\$ 97,198	\$ 105,795
	Ending Fund Balance	\$ 2,394,202	\$ 2,487,179	\$ 2,584,377	\$ 2,690,172

CASH FLOW PROJECTION

School Name: **Mission View Public Charter**
 Operating Years: **Year 1 - Year 4**
 Time Period: **Jul-2017 through June 2021**

Year 1 of Operations

Description	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 3,522,123	\$ 3,150,528	\$ 2,719,193	\$ 3,373,221	\$ 3,249,029	\$ 3,035,233	\$ 4,434,271	\$ 4,037,129	\$ 3,670,982	\$ 3,898,358	\$ 3,500,514	\$ 3,001,090	\$ 3,522,123
REVENUE													
Revenue Limit Sources													
General Purpose Entitlement - State Aid Portion - 8011	\$ 634,888	\$ 634,888	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 1,142,799	\$ 12,697,762
Education Protection Account - EPA - 8012	\$ -	\$ -	\$ 537,265			\$ 537,265			\$ 537,265			\$ 537,265	\$ 2,149,059
General Purpose Entitlement - In Lieu of Property Tax - 8096	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,074,530	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,074,530	\$ 2,149,059
Federal Revenue													
Total Federal Revenue							\$ 89,925		\$ 119,900			\$ 89,925	\$ 299,750
Other State Revenue													
Special Education Local Plan Area (SELPA)	\$ 38,630	\$ 38,630	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 69,535	\$ 772,608
California Lottery (quarterly)			\$ 158,628			\$ 90,644			\$ 90,644			\$ 113,306	\$ 453,222
All Other State Revenues - 8590													\$ -
Mandated Cost Reimbursement - 8550												\$ 56,832	\$ 56,832
Other Local Revenue													
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest						\$ -						\$ 10,000	\$ 10,000
All Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan													\$ -
Loan Repayment													\$ -
TOTAL REVENUE	\$ 673,519	\$ 673,519	\$ 1,908,226	\$ 1,212,333	\$ 1,212,333	\$ 2,914,772	\$ 1,302,258	\$ 1,212,333	\$ 1,840,242	\$ 1,332,233	\$ 1,212,333	\$ 3,094,190	\$ 18,588,292
DISBURSEMENTS													
1000 Certificated Salaries	\$ 329,247	\$ 359,179	\$ 419,042	\$ 448,973	\$ 478,905	\$ 508,836	\$ 520,809	\$ 526,795	\$ 538,768	\$ 550,741	\$ 562,713	\$ 742,303	\$ 5,986,312
2000 Classified Salaries	\$ 112,909	\$ 123,173	\$ 143,702	\$ 153,967	\$ 164,231	\$ 174,496	\$ 178,601	\$ 180,654	\$ 184,760	\$ 188,866	\$ 192,971	\$ 254,558	\$ 2,052,888
3000 Employee Benefits	\$ 132,159	\$ 144,174	\$ 168,203	\$ 180,217	\$ 192,232	\$ 204,246	\$ 209,052	\$ 211,455	\$ 216,261	\$ 221,067	\$ 225,872	\$ 297,959	\$ 2,402,899
4000 Books and Supplies	\$ 52,707	\$ 60,236	\$ 75,295	\$ 105,413	\$ 112,943	\$ 120,472	\$ 180,708	\$ 128,002	\$ 135,531	\$ 225,885	\$ 180,708	\$ 128,002	\$ 1,505,903
5000 Services and Other Operating Expenditures	\$ 418,092	\$ 418,092	\$ 447,955	\$ 447,955	\$ 477,819	\$ 507,683	\$ 519,628	\$ 531,574	\$ 537,546	\$ 543,519	\$ 549,492	\$ 573,383	\$ 5,972,736
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outgo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,602	\$ -	\$ -	\$ -	\$ -	\$ 271,805	\$ 362,406
TOTAL EXPENDITURES	\$ 1,045,114	\$ 1,104,854	\$ 1,254,197	\$ 1,336,526	\$ 1,426,130	\$ 1,515,733	\$ 1,699,401	\$ 1,578,480	\$ 1,612,866	\$ 1,730,078	\$ 1,711,757	\$ 2,268,010	\$ 18,283,144
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING CASH	\$ 3,150,528	\$ 2,719,193	\$ 3,373,221	\$ 3,249,029	\$ 3,035,233	\$ 4,434,271	\$ 4,037,129	\$ 3,670,982	\$ 3,898,358	\$ 3,500,514	\$ 3,001,090	\$ 3,827,271	\$ 3,827,271
NET INCREASE (DECREASE)	\$ (371,595)	\$ (431,335)	\$ 654,028	\$ (124,193)	\$ (213,796)	\$ 1,399,039	\$ (397,142)	\$ (366,147)	\$ 227,376	\$ (397,844)	\$ (499,424)	\$ 826,181	\$ 305,148

CASH FLOW PROJECTION

School Name: Mission View Public Charter
Operating Years: Year 1 - Year 4
Time Period: Jul-2017 through June 2021

Year 2 of Operations

Description	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 3,827,271	\$ 3,228,554	\$ 2,561,328	\$ 2,544,238	\$ 2,374,301	\$ 2,208,907	\$ 3,521,385	\$ 3,288,437	\$ 3,019,650	\$ 3,255,068	\$ 3,004,015	\$ 2,658,800	\$ 3,827,271
REVENUE													
Revenue Limit Sources													
General Purpose Entitlement - State Aid Portion - 8011	\$ 694,446	\$ 694,446	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 1,250,002	\$ 13,888,912
Education Protection Account - EPA - 8012			\$ 2,509			\$ 496,934		\$ 496,934					\$ 1,493,310
General Purpose Entitlement - In Lieu of Property Tax - 8096	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 993,867	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 993,867	\$ 1,987,734
Federal Revenue													
Total Federal Revenue							\$ 57,600			\$ 76,800		\$ 57,600	\$ 192,000
Other State Revenue													
Special Education Local Plan Area (SELPA)	\$ 39,133	\$ 39,133	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 70,440	\$ 782,668
California Lottery (quarterly)			\$ 101,606			\$ 58,061		\$ 58,061				\$ 72,576	\$ 290,304
All Other State Revenues - 8590													\$ -
Mandated Cost Reimbursement - 8550												\$ 57,572	\$ 57,572
Other Local Revenue													
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest												\$ 10,000	\$ 10,000
All Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan													\$ -
Loan Repayment													\$ -
TOTAL REVENUE	\$ 733,579	\$ 733,579	\$ 1,424,558	\$ 1,320,442	\$ 1,320,442	\$ 2,869,304	\$ 1,378,042	\$ 1,320,442	\$ 1,875,437	\$ 1,397,242	\$ 1,320,442	\$ 3,008,991	\$ 18,702,500
DISBURSEMENTS													
1000 Certificated Salaries	\$ 429,695	\$ 441,972	\$ 454,249	\$ 466,526	\$ 478,803	\$ 491,080	\$ 521,773	\$ 521,773	\$ 534,050	\$ 540,188	\$ 521,773	\$ 736,620	\$ 6,138,501
2000 Classified Salaries	\$ 145,858	\$ 150,025	\$ 154,192	\$ 158,360	\$ 162,527	\$ 166,695	\$ 177,113	\$ 177,113	\$ 181,280	\$ 183,364	\$ 177,113	\$ 250,042	\$ 2,083,682
3000 Employee Benefits	\$ 176,743	\$ 181,793	\$ 186,842	\$ 191,892	\$ 196,942	\$ 201,992	\$ 214,616	\$ 214,616	\$ 219,666	\$ 222,191	\$ 214,616	\$ 302,988	\$ 2,524,898
4000 Books and Supplies	\$ 78,554	\$ 94,265	\$ 102,120	\$ 109,976	\$ 102,120	\$ 133,435	\$ 133,435	\$ 133,542	\$ 141,397	\$ 157,108	\$ 188,530	\$ 196,600	\$ 1,571,083
5000 Services and Other Operating Expenditures	\$ 469,555	\$ 500,859	\$ 513,380	\$ 531,734	\$ 514,581	\$ 531,734	\$ 532,163	\$ 513,380	\$ 531,734	\$ 514,581	\$ 531,734	\$ 575,299	\$ 6,260,737
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outgo	\$ 31,891	\$ 31,891	\$ 30,862	\$ 31,891	\$ 30,862	\$ 31,891	\$ 31,891	\$ 28,805	\$ 31,891	\$ 30,862	\$ 31,891	\$ 30,862	\$ 375,490
													\$ -
TOTAL EXPENDITURES	\$ 1,332,296	\$ 1,400,805	\$ 1,441,647	\$ 1,490,379	\$ 1,485,836	\$ 1,556,826	\$ 1,610,990	\$ 1,589,229	\$ 1,640,019	\$ 1,648,295	\$ 1,665,657	\$ 2,092,411	\$ 18,954,390
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING CASH	\$ 3,228,554	\$ 2,561,328	\$ 2,544,238	\$ 2,374,301	\$ 2,208,907	\$ 3,521,385	\$ 3,288,437	\$ 3,019,650	\$ 3,255,068	\$ 3,004,015	\$ 2,658,800	\$ 3,575,380	\$ 3,575,380
NET INCREASE (DECREASE)	\$ (598,717)	\$ (667,226)	\$ (17,089)	\$ (169,937)	\$ (165,394)	\$ 1,312,477	\$ (232,948)	\$ (268,787)	\$ 235,418	\$ (251,053)	\$ (345,215)	\$ 916,580	\$ (251,891)

CASH FLOW PROJECTION

School Name: Mission View Public Charter
Operating Years: Year 1 - Year 4
Time Period: Jul-2017 through June 2021

Year 3 of Operations

Description	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 3,575,380	\$ 2,952,524	\$ 2,257,573	\$ 2,753,439	\$ 2,591,681	\$ 2,434,326	\$ 3,771,139	\$ 3,539,935	\$ 3,273,163	\$ 3,515,025	\$ 3,263,771	\$ 2,917,129	\$ 3,575,380
REVENUE													
Revenue Limit Sources													
General Purpose Entitlement - State Aid Portion - 8011	\$ 744,981	\$ 744,981	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 1,340,966	\$ 14,899,623
Education Protection Account - EPA - 8012			\$ 503,321			\$ 503,321			\$ 503,321				\$ 2,013,283
General Purpose Entitlement - In Lieu of Property Tax - 8096	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,006,642	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,006,642	\$ 2,013,283
Federal Revenue													
Total Federal Revenue							\$ 58,350			\$ 77,800		\$ 58,350	\$ 194,500
Other State Revenue													
Special Education Local Plan Area (SELPA)	\$ 39,636	\$ 39,636	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 71,346	\$ 792,728
California Lottery (quarterly)			\$ 102,929			\$ 58,817			\$ 58,817			\$ 73,521	\$ 294,084
All Other State Revenues - 8590													\$ -
Mandated Cost Reimbursement - 8550							\$ -					\$ 58,312	\$ 58,312
Other Local Revenue													
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest												\$ 12,000	\$ 12,000
All Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan													\$ -
Loan Repayment													\$ -
TOTAL REVENUE	\$ 784,618	\$ 784,618	\$ 2,018,562	\$ 1,412,312	\$ 1,412,312	\$ 2,981,091	\$ 1,470,662	\$ 1,412,312	\$ 1,974,449	\$ 1,490,112	\$ 1,412,312	\$ 3,124,457	\$ 20,277,813
DISBURSEMENTS													
1000 Certificated Salaries	\$ 451,154	\$ 464,045	\$ 476,935	\$ 489,825	\$ 502,715	\$ 515,605	\$ 547,830	\$ 547,830	\$ 560,721	\$ 567,166	\$ 547,830	\$ 773,408	\$ 6,445,064
2000 Classified Salaries	\$ 157,946	\$ 162,458	\$ 166,971	\$ 171,484	\$ 175,996	\$ 180,509	\$ 191,791	\$ 191,791	\$ 196,304	\$ 198,560	\$ 191,791	\$ 270,764	\$ 2,256,365
3000 Employee Benefits	\$ 190,831	\$ 196,283	\$ 201,735	\$ 207,188	\$ 212,640	\$ 218,092	\$ 231,723	\$ 231,723	\$ 237,175	\$ 239,901	\$ 231,723	\$ 327,138	\$ 2,726,152
4000 Books and Supplies	\$ 82,035	\$ 98,441	\$ 106,645	\$ 114,848	\$ 106,645	\$ 139,346	\$ 139,346	\$ 139,459	\$ 147,662	\$ 164,069	\$ 196,883	\$ 205,311	\$ 1,640,690
5000 Services and Other Operating Expenditures	\$ 492,500	\$ 525,334	\$ 538,467	\$ 557,718	\$ 539,727	\$ 557,718	\$ 558,167	\$ 538,467	\$ 557,718	\$ 539,727	\$ 557,718	\$ 603,412	\$ 6,566,672
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outgo	\$ 33,008	\$ 33,008	\$ 31,943	\$ 33,008	\$ 31,943	\$ 33,008	\$ 33,008	\$ 29,813	\$ 33,008	\$ 31,943	\$ 33,008	\$ 31,942	\$ 388,639
													\$ -
TOTAL EXPENDITURES	\$ 1,407,473	\$ 1,479,569	\$ 1,522,696	\$ 1,574,070	\$ 1,569,666	\$ 1,644,278	\$ 1,701,866	\$ 1,679,083	\$ 1,732,587	\$ 1,741,366	\$ 1,758,953	\$ 2,211,974	\$ 20,023,581
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING CASH	\$ 2,952,524	\$ 2,257,573	\$ 2,753,439	\$ 2,591,681	\$ 2,434,326	\$ 3,771,139	\$ 3,539,935	\$ 3,273,163	\$ 3,515,025	\$ 3,263,771	\$ 2,917,129	\$ 3,829,612	\$ 3,829,612
NET INCREASE (DECREASE)	\$ (622,856)	\$ (694,951)	\$ 495,866	\$ (161,758)	\$ (157,354)	\$ 1,336,812	\$ (231,204)	\$ (266,772)	\$ 241,862	\$ (251,254)	\$ (346,641)	\$ 912,482	\$ 254,232

CASH FLOW PROJECTION

School Name: **Mission View Public Charter**
 Operating Years: **Year 1 - Year 4**
 Time Period: **Jul-2017 through June 2021**

Year 4 of Operations

Description	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
BEGINNING CASH	\$ 3,829,612	\$ 3,181,337	\$ 2,457,165	\$ 2,973,235	\$ 2,821,154	\$ 2,673,288	\$ 4,035,701	\$ 3,807,230	\$ 3,543,527	\$ 3,792,709	\$ 3,542,121	\$ 3,195,014	\$ 3,829,612
REVENUE													
Revenue Limit Sources													
General Purpose Entitlement - State Aid Portion - 8011	\$ 799,666	\$ 799,666	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 1,439,399	\$ 15,993,325
Education Protection Account - EPA - 8012			\$ 509,708			\$ 509,708			\$ 509,708				\$ 2,038,832
General Purpose Entitlement - In Lieu of Property Tax - 8096	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,019,416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,019,416	\$ 2,038,832
Federal Revenue													
Total Federal Revenue							\$ 59,100			\$ 78,800		\$ 59,100	\$ 197,000
Other State Revenue													
Special Education Local Plan Area (SELPA)	\$ 40,139	\$ 40,139	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 72,251	\$ 802,788
California Lottery (quarterly)			\$ 104,252			\$ 59,573			\$ 59,573			\$ 74,466	\$ 297,864
All Other State Revenues - 8590													\$ -
Mandated Cost Reimbursement - 8550							\$ -					\$ 59,052	\$ 59,052
Other Local Revenue													
Transfers from LEAS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest												\$ 12,000	\$ 12,000
All Other Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan													\$ -
Loan Repayment													\$ -
TOTAL REVENUE	\$ 839,806	\$ 839,806	\$ 2,125,611	\$ 1,511,650	\$ 1,511,650	\$ 3,100,347	\$ 1,570,750	\$ 1,511,650	\$ 2,080,931	\$ 1,590,450	\$ 1,511,650	\$ 3,245,392	\$ 21,439,693
DISBURSEMENTS													
1000 Certificated Salaries	\$ 475,325	\$ 488,906	\$ 502,487	\$ 516,068	\$ 529,648	\$ 543,229	\$ 577,181	\$ 577,181	\$ 590,761	\$ 597,552	\$ 577,181	\$ 814,843	\$ 6,790,362
2000 Classified Salaries	\$ 167,904	\$ 172,701	\$ 177,498	\$ 182,296	\$ 187,093	\$ 191,890	\$ 203,883	\$ 203,883	\$ 208,681	\$ 211,079	\$ 203,883	\$ 287,835	\$ 2,398,628
3000 Employee Benefits	\$ 208,198	\$ 214,146	\$ 220,095	\$ 226,043	\$ 231,992	\$ 237,940	\$ 252,811	\$ 252,811	\$ 258,760	\$ 261,734	\$ 252,811	\$ 356,910	\$ 2,974,250
4000 Books and Supplies	\$ 85,557	\$ 102,668	\$ 111,224	\$ 119,779	\$ 111,224	\$ 145,329	\$ 145,329	\$ 145,446	\$ 154,002	\$ 171,113	\$ 205,336	\$ 214,126	\$ 1,711,131
5000 Services and Other Operating Expenditures	\$ 516,902	\$ 551,362	\$ 565,146	\$ 585,350	\$ 566,468	\$ 585,350	\$ 585,822	\$ 565,146	\$ 585,350	\$ 566,468	\$ 585,350	\$ 633,308	\$ 6,892,024
6000 Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Other Outgo	\$ 34,195	\$ 34,195	\$ 33,092	\$ 34,195	\$ 33,092	\$ 34,195	\$ 34,195	\$ 30,886	\$ 34,195	\$ 33,092	\$ 34,195	\$ 33,091	\$ 402,617
													\$ -
TOTAL EXPENDITURES	\$ 1,488,080	\$ 1,563,978	\$ 1,609,541	\$ 1,663,731	\$ 1,659,516	\$ 1,737,934	\$ 1,799,221	\$ 1,775,353	\$ 1,831,749	\$ 1,841,038	\$ 1,858,757	\$ 2,340,114	\$ 21,169,012
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING CASH	\$ 3,181,337	\$ 2,457,165	\$ 2,973,235	\$ 2,821,154	\$ 2,673,288	\$ 4,035,701	\$ 3,807,230	\$ 3,543,527	\$ 3,792,709	\$ 3,542,121	\$ 3,195,014	\$ 4,100,293	\$ 4,100,293
NET INCREASE (DECREASE)	\$ (648,274)	\$ (724,172)	\$ 516,069	\$ (152,081)	\$ (147,866)	\$ 1,362,413	\$ (228,471)	\$ (263,703)	\$ 249,182	\$ (250,588)	\$ (347,106)	\$ 905,278	\$ 270,681

Budget Narrative

MISSION VIEW PUBLIC CHARTER

This Multi-Year Fiscal Plan for MISSION VIEW PUBLIC CHARTER covers a four year period, 2017/2018, 2018/19, 2019/2020 and 2020/2021. The fiscal plan models the schools successful financial profile with a proven track record of fiduciary management success. The fiscal plan is a fluid document and is subject to refinement and updates on a regular basis as the state's budget plans are revised throughout the year. The goal of the Multi-Year Fiscal Plan is to ensure the long term fiscal viability of the charter school.

The revenue projections for 2017/18 were based upon the current LCFF Calculator. The future years funding for Revenue Limit Sources was based on current LCFF Calculator. The Special Education funding and the Other Local Revenues were based on estimated amounts from the prior year. We did not budget for federal ARRA funds during this four year period.

The budgeted ADA projections were based on the assumption our school would serve grades 8-12.

ADA Projections	Year 1	Year 2	Year 3	Year 4
K-3	-	-	-	-
4-6	-	-	-	-
7-8	31	31	32	32
9-12	1,505	1,525	1,544	1,564
Total	1,536	1,556	1,576	1,596

Revenue Assumptions	Year 1	Year 2	Year 3	Year 4
LCFF	\$ 12,697,762	\$ 13,888,912	\$ 14,899,623	\$ 15,993,325
Education Protection Account - EPA	\$ 2,149,059	\$ 1,987,734	\$ 2,013,283	\$ 2,038,832
In Lieu of Property Tax	\$ 2,149,059	\$ 1,987,734	\$ 2,013,283	\$ 2,038,832
Special Education - Federal	\$ 299,750	\$ 192,000	\$ 194,500	\$ 197,000
Special Education State	\$ 772,608	\$ 782,668	\$ 792,728	\$ 802,788
Lottery (Restricted & Unrestricted)	\$ 453,222	\$ 290,304	\$ 294,084	\$ 297,864
Mandated Cost Reimbursement	\$ 56,832	\$ 57,572	\$ 58,312	\$ 59,052
Other Local Revenue (estimated)	\$ 10,000	\$ 10,000	\$ 12,000	\$ 12,000

Expenses

Similar to other educational agencies in California, charter schools are labor intense organizations. When developing charter school budgets, the greatest emphasis is placed on defining the parameters for hiring staff and determining the appropriate employee cost factors, including salary and related benefit and payroll costs. To determine the appropriate staffing levels, a position control system will be used to link appropriate staffing to student ADA. All staff salaries are based upon projected salary schedules. For budget planning purposes, a projected average teacher salary has been used to determine the annual salary expense. For years two, three, and four we factored in an annual salary increase of 1.5%. The school will have a full-time certificated Principal and an Assistant Principal during the next four years. The Principal will be the school's primary leader reporting to the Regional Vice President.

Certificated Teachers	Year 1	Year 2	Year 3	Year 4
Average Full Time Teacher Salary	\$ 59,682	\$ 60,577	\$ 61,486	\$ 62,408
Average Part Time Teacher Salary	\$ 29,841	\$ 30,289	\$ 30,743	\$ 31,204

Certificated Positions	Year 1	Year 2	Year 3	Year 4
Certificated Teachers	71	72	72	73
Certificated Tutors	8	8	9	10
Certificated Pupil Support	7	7	7	8
Certificated Administrators	7	7	8	9

Certificated Salaries	Year 1	Year 2	Year 3	Year 4
Teachers	\$ 4,237,422	\$ 4,361,561	\$ 4,426,984	\$ 4,555,797
Substitutes	\$ 127,123	\$ 130,847	\$ 132,810	\$ 136,674
Tutors	\$ 384,076	\$ 389,837	\$ 445,145	\$ 502,025
Certificated Pupil Support	\$ 456,141	\$ 462,983	\$ 519,928	\$ 545,116
Supervisor/Administrator	\$ 781,550	\$ 793,273	\$ 920,197	\$ 1,050,750
Total	\$ 5,986,312	\$ 6,138,501	\$ 6,445,064	\$ 6,790,362

Within the classified staff there will be a Regional Manager to oversee the operations of the classified staff. The classified staff will include tutors, Manager, front office, clerical, and IT support. The classified staffing levels are projected to increase based on ADA growth. The accounts payable, payroll, and general accounting will be handled by a centralized finance department which shares its services with other charter schools. The finance department has established procedures, processes and internal controls to monitor and ensure fiscal transactions follow generally accepted accounting principles. The finance department uses accounting software that is SACS compliant. The department has gone through numerous annual audits and has had no audit findings.

Classified Positions	Year 1	Year 2	Year 3	Year 4
Operations Manager	1	1	1	1
Supervisor	1	1	2	2
Instructional Aids/Tutors	14	14	14	15
Support Staff	25	25	25	26
Clerical/Accounting/IT	8	8	9	10

Classified Positions	Year 1	Year 2	Year 3	Year 4
Operations Manager	\$ 77,952	\$ 79,121	\$ 80,308	\$ 80,593
Supervisor	\$ 102,769	\$ 104,310	\$ 211,750	\$ 214,926
Instructional Aids/Tutors	\$ 639,450	\$ 649,042	\$ 658,777	\$ 709,310
Support Staff	\$ 976,938	\$ 991,592	\$ 1,006,465	\$ 1,058,408
Clerical/Accounting/IT	\$ 255,780	\$ 259,617	\$ 299,064	\$ 335,391
Total	\$ 2,052,888	\$ 2,083,682	\$ 2,256,365	\$ 2,398,628

The employee benefits are comprised of federal and state statutory benefits and discretionary benefits. The federal and state benefits include social security, Medicare, and unemployment insurance. All employees are covered by worker's compensation insurance, general liability insurance, and are eligible to participate in the 403B savings plan. Full time employees (working 30 hours or more per week) are eligible for discretionary benefits which include health, dental, vision, and life insurance. We factored a 7% premium increase for insurance benefits for years two, three, and four. Full time employees are also eligible for six sick days and ten vacation days per year.

Benefits	Year 1	Year 2	Year 3	Year 4
Social Security/Medicare	\$ 614,999	\$ 628,997	\$ 665,659	\$ 702,958
Health/Vision/Dental/Life	\$ 1,245,908	\$ 1,342,510	\$ 1,476,667	\$ 1,655,273
Unemployment Insurance	\$ 59,640	\$ 60,060	\$ 61,740	\$ 64,680
Worker's Comp Insurance	\$ 160,784	\$ 164,444	\$ 174,029	\$ 183,780
Other Benefits/403B	\$ 321,568	\$ 328,887	\$ 348,057	\$ 367,560
Total	\$ 2,402,899	\$ 2,524,898	\$ 2,726,152	\$ 2,974,250

All books, materials, and operating supply costs for the school are funded from one major source, the Revenue Limit Source – State Aid fund. The budget includes projected cost allocations for instructional materials based on a per ADA basis.

Books & Supplies	Year 1	Year 2	Year 3	Year 4
Textbooks	\$ 444,567	\$ 463,809	\$ 484,358	\$ 505,153
Materials and Supplies	\$ 709,901	\$ 740,627	\$ 773,441	\$ 806,648
Non-capitalized Equipment	\$ 351,436	\$ 366,647	\$ 382,892	\$ 399,331
Total	\$ 1,505,903	\$ 1,571,083	\$ 1,640,690	\$ 1,711,131

Operating costs were based upon projected cost factors from prior year expense history. Travel and conferences, audit fees, facility rents and professional services were included in this category. The special education services were projected to be provided by a consulting service to provide speech therapy and physiological services.

Operating Costs	Year 1	Year 2	Year 3	Year 4
Travel and Conferences	\$ 202,752	\$ 209,500	\$ 216,436	\$ 223,567
Dues/Memberships	\$ 49,152	\$ 50,788	\$ 52,469	\$ 54,198
Insurance	\$ 11,520	\$ 12,672	\$ 13,939	\$ 15,333
Utilities	\$ 148,992	\$ 163,891	\$ 180,280	\$ 198,308
Rents	\$ 1,214,976	\$ 1,336,474	\$ 1,470,121	\$ 1,617,133
Professional/Consulting Services	\$ 4,153,344	\$ 4,291,572	\$ 4,433,669	\$ 4,579,732
Communications	\$ 192,000	\$ 195,840	\$ 199,757	\$ 203,752
Total	\$ 5,972,736	\$ 6,260,737	\$ 6,566,672	\$ 6,892,024

Other outgo includes Oversight Fees and interest expense related to interest on short term loans to maintain our cash flow requirements.

The oversight fees to the authorizer were calculated at 1% of the LCFF and Education Protection Account

Other Outgo	Year 1	Year 2	Year 3	Year 4
Oversight Fees	\$ 148,468	\$ 158,766	\$ 169,129	\$ 180,322
Interest	\$ 213,938	\$ 216,724	\$ 219,510	\$ 222,295
Total	\$ 362,406	\$ 375,490	\$ 388,639	\$ 402,617

The Multi Year Fiscal Plan contains reserves to allow for changes to both the state budget and mid-year budget adjustments that may be necessary because of a range of variable modifications including student enrollment fluctuations.

Reserves	Year 1	Year 2	Year 3	Year 4
Cumulative Reserves	\$ 2,394,202	\$ 2,487,179	\$ 2,584,377	\$ 2,690,172

The school will have an annual audit performed by an auditing firm from the state list of approved auditors. The school's auditing firm will be Wilkinson, Hadley, King & Company. The Executive Vice President of Finance will contact the auditor and request an audit engagement letter. After the audit is completed, the auditor will send the audit report to the state, the county, and the charter school by December 15th. The audit will be presented to the charter school's governing board members for their review. A board meeting will be held prior to January 31 to accept and approve the audit. In the event there are audit findings, they will be investigated to find the root cause. A corrective action plan will be developed and implemented immediately to resolve the deficiency.

The projected detailed cash flow for the four year period of 2017/18 through 2020/21 is included in the Multi-Year Fiscal Plan. Each calendar year cash flow was prepared to reflect the expected revenue and expenses. It is assumed the state will pay our apportionment payments every month on a timely basis. If needed, we may sell our apportionment receivables to sustain our cash flow.

While it is our intent that each schedule included in our Multi-Year Fiscal Plan be clear and concise, we invite you to call our office if you have questions about our fiscal plan. You may contact Diane Stover, Executive V.P. of Finance, with your questions or concerns. She can be contacted at dstover@learn4life.org or at (661) 272-1225 X6007.

EXHIBIT D

PARTNERSHIP MOU

**EDUCATIONAL PROGRAM
EXCLUSIVE PARTNERSHIP AGREEMENT
FOR SERVICE PROVIDERS**

This Exclusive Partnership Agreement ("Agreement" or "MOU") is made and entered into as of this 3rd day of March, 2017 by and between **Youth Policy Institute, Inc.** ("Service Provider"), whose address is 6464 Sunset Boulevard, Suite 650, Los Angeles, CA 90028, and **Mission View Public Charter, Inc., dba Mission View Public Charter** ("School"), or its assignee, whose address is 177 Holston Drive, Lancaster, CA 93535 this 3rd day of March, 2017. The School and the Service Provider are sometimes referred to herein individually as a "Party" and collectively as the "Parties."

WHEREAS, the mission of the School is to provide educational and job-training programs that are aligned with local workforce system goals for youth in order to:

- Provide better outcomes for youth, including increasing high school students' preparedness for postsecondary education and employability in high-growth industries.
- Increase engagement and retention of disconnected youth, including delivering youth programs that enable those youth who are out-of-school and out-of-work to return to school and to gain skills to enter the workforce.
- Respond to the high school dropout crisis by providing student recovery efforts, educate and guide students to obtain secondary diploma and provide youth employment opportunities; and

WHEREAS, the mission of the Service Provider is a commitment to serving key high-need communities in Los Angeles with essential resources and support services, we focus on direct education and comprehensive services including early childhood education, tutoring, operating K-12 schools, college preparation, computer labs, case management, financial capability, and job training; and

WHEREAS, the School and Service Provider agree that the Parties share a joint mission that is consistent with the purposes of the Workforce Innovation and Opportunity Act of 2014 (29 U.S.C. Sec. 3101 *et seq.*) ("WIOA"); and

WHEREAS, the School and Service Provider desire to enter into this MOU to document their exclusive WIOA partnership for Instructional services whereby the School shall provide instruction and educational services for students and the Service Provider shall provide instruction and vocational services for students exclusively under the terms of the partnership within the definition of California Education Code ("Cal. Ed. Code") §§ 47605.1(g)(1) and 47612.1(a)(1), and California Code of Regulations ("CCR") Title 5, § 11960(c)(2)(A).

NOW THEREFORE, in consideration of the promises, covenants and agreements herein set forth, the School and Service Provider hereby agrees as follows:

1. Status regarding Workforce Innovation and Opportunity Act. Service Provider is a ("WIOA") funded service provider and certifies that this MOU sets out the framework for School to provide instruction exclusively in partnership with Service Provider. Service Provider affirms that they are a required partner in a local area under a memorandum of understanding executed between the Service Provider and the local area workforce development board, as defined under WIOA § 121(b)(1)(A)(iii). This MOU shall be subject to any terms of the effective Memorandum of Understanding executed between the Service Provider and the local area workforce development board, as School is providing instructional services exclusively in partnership with Service Provider under Cal. Ed. Code §§ 47605.1(g)(1) and 47612.1(a)(1), and Title 5 CCR § 11960(c)(2)(A). Service Provider and School may act as "colocated" or "non-colocated" partners as defined under the California Workplace Development Board and California Employment Development Board Joint Directive No. WSDD16-09.

2. Purpose. The purpose of this MOU is to describe the programmatic services of Service Provider to be delivered at the addresses indicated in paragraph 6, "Location". Service Provider will act as a federal and state grant funded service provider to School's K-12 public school students. Service Provider works primarily to engage and retain disconnected youth, create systems of service responsive to local needs and improve outcomes for students. In addition to the primary services, and to the extent possible, Service Provider will provide referrals to School.

3. Term. The term of this MOU shall commence when the MOU is signed by Service Provider and School. The MOU shall remain in effect until June 30, 2018, and shall thereafter automatically renew for successive one-year terms, unless terminated. Either party may terminate this MOU by giving written notice of intent to withdraw at least ninety (90) calendar days in advance of the effective withdrawal date. Written notice shall be given to the contact information in the paragraph 19, "Contact Information".

4. Description of Services. Service Provider provides opportunities for learning and development through specialized expertise which enables the students to progress toward employment and high school graduation.

Service Provider will provide to School some or all of the public education and educational support services as described here:

- Referral of high school aged youth to School

- Presentations and information on Service Provider's WIOA and other grant funded programs
- Case management and supportive services for student program participants; referral to outside service agencies as needed
- Enrollment of students into workforce systems such as CalJOBS
- Coordination with and referral to participating employers and community agencies
- Instruction in financial literacy and employability skills
- Presentation of Certificate to student upon successful course or program completion
- Collaborative communication to support student academic and social success
 - Design and monitor annual program implementation and evaluation plans
 - Proactive identification and selection of students in need of services
 - Participation in student support meetings such as attendance review and academic progress
 - Shared reporting and monitoring of joint student cases
- Assign program and case managers who will provide oversight and will serve as liaison and point of contact for school
- Support student outreach, retention, and promotion
- Collect and share data and reports as allowable by local regulations
- Arrange for presentation and delivery of various community services

School will provide some or all of the public education and educational support services as described here:

- Tutoring study skills training and evidence based dropout prevention and recovery strategies
- Alternative school services on a year-round calendar
- Standards aligned Career Technical Education programs and pathways including entrepreneurial training
- Work-based learning opportunities in collaboration with community partners
- Student leadership development and community service activities
- Academic and career counseling including adult mentoring
- Accredited public high school diploma program during regular business hours
- Provide workspace and access to appropriate support systems such as internet, phone, and office equipment.
- Collaborative communication with Service Provider in support of student attendance and achievement

- Assignment of staff member(s) to serve as liaison and point of contact to Service Provider
- Welcoming of Service Provider staff as valued members of the School team

Furthermore, School shall provide services to Service Provider as more fully described in **Attachment A**, which shall be fully incorporated into the terms of this MOU.

5. Location. The services will be performed and delivered at either the School's or the Service Provider's addresses listed below ("Location"). All personal property of each party that is brought to the location in order to fulfill any of its obligations under this MOU shall remain the person property of such party.

School	Service Provider
1339 East 120th Street Los Angeles, CA 90059	11844 Glenoaks Blvd. San Fernando, CA 91340
802 W. Gardena Blvd Gardena, CA 90247	1621 First St. #6 San Fernando, CA 91340
2930 Imperial Hwy, Ste 512 Inglewood , CA 90303	1009 Glenoaks Blvd. San Fernando, CA 91340
512 S. Indiana St Los Angeles, CA 90063	12502 Van Nuys Blvd. Pacoima, CA 91331
4112 South Main St Los Angeles, CA 90037	5934 Santa Monica Blvd. Los Angeles, CA 90038
12510 Van Nuys Blvd. Pacoima, CA 91331	2140 West Olympic Blvd., Ste. 101 Los Angeles, CA 90006
14355 Roscoe Blvd. Panorama City, CA 91402	
11844 Glenoaks Blvd San Fernando, CA 91340	
411 S. Brand Blvd. San Fernando, CA 91340	
26334 Citrus St Valencia, CA 91355	
1245 San Fernando Rd, #201- 202, San Fernando, CA 91340	

6. Licenses. Service Provider, its employees, and agents, shall maintain professional licenses required by local, State, and Federal laws at all times while performing services under this MOU.

7. Referrals. The parties agree to make written referrals to one another

for services and activities to individuals, where appropriate. Referrals shall be made with respect to each party's target group, eligibility requirements, and performance standards and expectations. The parties agree to jointly develop and implement mutually acceptable processes for intake and referral, and will train their staff on the services of each participating party. The parties agree to evaluate this process periodically and to modify it based on changing requirements and/or agreed upon needed improvements.

8. Criminal Background Clearance. Service Provider and its employees/agents who perform under this MOU and are in contact with students will be required to comply with the requirement of the California Education code section 45125.1 and complete a California Department of Justice Live Scan fingerprinting test arranged by School. Service Provider agrees to School receiving initial and subsequent notifications from this agency. Service Provider must meet satisfactory clearance of a Live Scan prior to engaging in work services. Any results from that background check that do not conform to School's internal policies on background checks will cause this MOU to terminate immediately.

9. Tuberculosis Test. Service Provider will not have any employees or other individuals associated with Service Provider near School's students without satisfactory clearance of a background check performed by the School and a negative Tuberculosis test. Service Provider and its employees/agents who perform under this MOU must meet satisfactory clearance of a Tuberculosis test prior to engaging in work services. Service Provider and its employee/agents who perform under this MOU will comply with completion of a Tuberculosis test arranged through School and agrees to School receiving test results.

10. Confidentiality. The parties will share information regarding students, applicants, and other customers only to the extent that such sharing does not violate applicable statutes, or ethical standards and requirements. All such shared information shall remain private and confidential, shall not be published by either party, and shall not be shared with, divulged, or given to individuals or groups not a party to this MOU. A student must be informed in writing that the parties intend to share information about him or her and consent in writing thereto before that information may be shared.

11. Indemnification. Service Provider agrees to indemnify, hold harmless and defend School, its officers, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any willful misconduct or negligent act of Service Provider's officers, owners, employees, agents or volunteers in connection with this MOU. School agrees to indemnify, hold harmless and defend Service Provider, its officers, owners, employees, agents and volunteers from any and all liabilities for injury to persons and damage to property arising out of any willful misconduct or negligent action of School's officers, employees, agents or volunteers in connection with this MOU.

12. Insurance. School and Service Provider will maintain professional liability, general liability, and workers' compensation insurance. The degree of coverage should be commensurate with the types of service, the population to be served, and the level of potential risks. School and Service Provider warrant they have adequate professional liability, general liability and workers' compensation to provide coverage for liabilities arising out of School's and Service Provider's performance of this MOU. School and Service Provider shall furnish proof of insurance coverage to each other at commencement of this MOU and upon request.

13. Discrimination. The parties to this MOU shall not unlawfully discriminate, harass, or allow harassment against any employee, applicant for employment, or participant for services provided under this MOU because of race, color, age, religion, sex, national origin, disability, political affiliation or belief, or any other legally protected category and for beneficiaries only, citizenship or participation in programs for which they meet eligibility. Parties to this MOU will assure compliance with the American with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as applicable regulations and guidelines issued pursuant to ADA.

14. Conformity with Applicable Law. In providing all services under this MOU, Service Provider shall abide by all applicable Federal, State, and local statutes, ordinances, rules, regulations, and standards, as well as the applicable standards and requirements imposed upon School by Federal and/or State agencies providing funding to School for the purchase of supplemental services.

15. Governing Law. This MOU shall be governed by and construed in accordance with the laws of the State of California.

16. Sole Agreement. This MOU is the only agreement between the parties relating to the subject hereof and represents the totality of their agreement. Each party represents that there are no other MOUs relating to the subject matter of this MOU. Amendments to this MOU must be in writing and signed by both parties to this MOU.

17. Section Titles. Section titles are for convenience only and are of no legal effect on this MOU or its parties.

18. Program Cost. In consideration of the exclusive WIOA partnership for Instructional services described herein, School and Service Provider shall mutually agree separately in writing on program costs which shall be fully incorporated into the terms of this MOU.

If any program costs as required separately in writing are subject to any form of accounting, Service Provider shall provide the appropriate written reports as to the specific events that have actually occurred prior to any payment being made by School. School and Service Provider agree to cooperate

and provide documentation necessary for purposes of reporting expenditures, if required.

19. Contact Information. The contact information listed in this paragraph shall be the contact information for the notice requirements under this MOU.

For School:

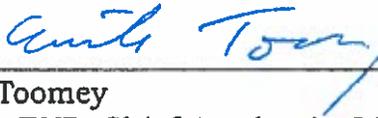
c/o Bill Toomey
177 Holston Drive
Lancaster, CA 93535

For Service Provider:

Dixon Slingerland
6464 Sunset Blvd., Suite 650
Los Angeles, CA 90028

IN WITNESS WHEREOF, the duly authorized representative of each party does hereby sign and date this document as set forth below.

Mission View Public Charter, Inc.



Bill Toomey
Title: EVP, Chief Academic Officer

Date: 3.20.17

Youth Policy Institute, Inc.



Name: Dixon Slingerland
Title: President & CEO

Date: 3.17.17

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

Purpose, Description of Services and Program Design

The mission of Mission View Public Charter (“School”) is consistent with both the purposes of the Workforce Innovation and Opportunity Act of 2014 (29 U.S.C. Sec. 3101 *et seq.*) (“WIOA”) and California Local Workforce Development Boards’ plans, which are aimed at creating systems of service that are responsive to local needs, accessible and efficient. The design of The School’s educational and job-training programs are aligned with local workforce system goals for youth.

School envisions:

- Better outcomes for youth: Increase in high school students’ preparedness for postsecondary education and employability in high-growth industries.
- Engagement and retention of disconnected youth: Deliver youth programs that enable those youth who are out-of-school and out-of-work to return to school and to gain skills to enter the workforce.
- Response to the high school dropout crisis: Provide student recovery efforts, educate and guide students to obtain secondary diploma and provide youth employment opportunities

There are 14 WIOA Youth Programs Elements. All 14 elements will be met by either the WIOA Service Provider or the School. School attempts to deliver highest quality of all program elements, however, the level of delivery of specific program elements varies across the School resource centers due to individual student need and to variations in resources at each individual School resource center, such as staffing and space. WIOA service providers are not required to provide all 14 elements to each participant but have the flexibility to determine specific services a youth will receive based upon assessment and service strategy.

School enters into partnerships with WIOA grantee or authorized service providers that specialize in one or more of the youth program elements, which can be complemented, enhanced, or delivered by School local programs. Similarly, WIOA grant funded or authorized service providers seek partnerships with School for delivery of educational and career readiness services in order to meet the service provider’s obligations under WIOA, including but not limited to meeting grant fund outcomes.

14 WIOA Youth Program Elements & School Description of Exclusive Instructional Services

1. *Tutoring, study skills training, and evidence based dropout prevention and recovery strategies that lead to completion of secondary school diploma*
 - Any-time no-appointment necessary tutoring for all students in every center. Tutors hold a minimum A.A. degree and collaborate with core subject teachers to address student-learning needs. Small group instruction includes English

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

Language Development, math intervention, and lessons in study skills, test taking, research, and more.

- Full-time cadre of Student Retention Specialists (SRS) who conduct outreach to absent students. The SRS partners with school counselors to address student barriers and to sustain student engagement in school.

2. Alternative secondary school services

- Flexibility in weekly schedule that allows students to attend to adult responsibilities like work and family. Centers are open for students to attend during regular business hours 8 am to 6 pm throughout the week and year round. School is an alternative school under California's Alternative School Accountability Model.

3. Paid and Unpaid work experience that has academic and occupational education as a component

- Cadre of Community Liaisons conduct strong community outreach to identify and engage business partners favorable to providing work-based learning opportunities such as job shadowing for youth.
- School supports a Work Permit program aligned to CDE program standards.
- WIOA service providers are often able to present solid contracts with businesses and to subsidize paid work experience.

4. Occupational skills training that includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations.

- Career and technical education courses of study offered by credentialed teachers that are standards based and aligned to CDE's framework for college and career ready practices. Pathways developed to align with needs of local economic industry sectors and job demand.

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster.

- Career awareness and exploration courses assigned to all new students along with their core academic courses. Students take Career Interest Surveys to become more self-aware of their own interests and talents. Individual survey results connected to sectors and pathways with jobs in which students are more likely to thrive. Courses of study emphasize and career pathways offer opportunities for focused study and are combined with career-aligned project-based learning.
- Secondary education is relevant and contextualized through work-based learning activities such as job-shadowing, workplace tours, learn and earn, guest speakers and professional interviews related to specific career choices.

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

6. *Leadership development opportunities, including community service and peer-centered activities encouraging responsibility, and other positive social and civic behaviors.*
 - Student councils, school clubs and student leadership organizations are available and students are required to contribute community service hours as part of integrated career readiness courses.
7. **Supportive Services*
 - Bus tokens are provided for any students in need of transportation. Highly qualified school counselors seek local community services for basic needs such as food, clothing, eye-glasses, dental and medical services.
 - *WIOA partners often provide for the delivery or identification of other supportive service providers.
8. *Adult mentoring for a duration of 12 months that may occur both during and after program participation.*
 - Student mentors are assigned to all new students. New students are provided a school email account. The off-site mentor communicates with student by phone, text, and email to be sure all student questions are answered, that the student understands when and where orientation takes place, and when and where the first meeting with teacher will be. School teachers provided one-on-one instruction and often become a teacher-mentor. Student Mentors are active for new students and students who are close to graduating and may need extra encouragement to continue.
 - School counselors provide social-emotional support to students in crisis or in need of ongoing guidance.
 - Student graduates join school alumni club. They receive a sling bag with leather padfolio, keychain, pen and t-shirt. Students are tracked through National Student Clearinghouse. School reunions are being planned.
9. *Service Provider to perform follow-up services for not less than 12 month after the completion of participation.*
 - WIOA requirement.
10. *Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.*
 - School counselors provide guidance for all students in career, academic, and socio-emotional needs of students.
 - Referrals are made for drug and alcohol abuse or as appropriate for the individual student.
11. *Financial Literacy Education*
 - All students must take a Basic CTE course which will provide professional skills including basic financial literacy, a part of career readiness.

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

12. Entrepreneurial Training

- Career pathways in the business finance and management sector are available for students.

13. Services providing labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services.

- All students experience the foundation to a comprehensive career and technical education program through career awareness and exploration opportunities. Teachers, counselors and paraprofessional guide students through federally recommended career interest surveys. Results help students identify their interests and valuation of different types of careers. Online platforms allow students to explore what education or training are needed and potential earnings for a chosen career. Students are guided in understanding major industries in the area, related job demand, and local job-openings.
- WIOA Service Provider assists students in enrolling into CalJOBS

14. Activities that help youth prepare for and transition to post-secondary education and training.

- College tours, mock-interviews, career fairs-either at school center or hosted by third party, career portfolio build and continued support in job search offered regularly to all students. Internships and apprenticeships with employers related as capstone to aligned career pathway course of study.

Program Design - Three Models:

1. Referral

- School refers Out of School Youth (OSY) student (19 – 24 year-old) to partner for enrollment into WIOA program so that student returns with proper documentation to be able to enroll in school. Or, partner refers student (19-24 year-old) to school once youth has enrolled into WIOA program.
- Students receive WIOA instructional and academic services at SCHOOL resource center, and WIOA workforce services at WIOA center. Student self-selects extent of services at WIOA center.

2. Non-colocation

- WIOA service provider visits School resource center in accordance with an agreed upon weekly schedule.
- Attends new student orientations and presents WIOA service provider's program services to students.
- Students (19-24) must enroll with service provider to enroll in school
- Other youth, 14-18, may enroll in WIOA service provider's other programs depending on eligibility factors.

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

- WIOA Youth Services may be delivered to any student already enrolled (non-OSY) through program of universal access.
- Service provider conducts a regular schedule of assessment, case management and service delivery, including, but not limited to, the following:
 - One-on-one student counseling, case management, guidance, and small group or individual instruction in topics aligned with the WIOA service provider's program, such as career exploration and readiness, job search and training, healthy living and lifestyle choices, paid or unpaid work experience.
 - Services may also include referral of student to other community agency for supportive services or to prospective employer, or to a job site for apprenticeship, among other services.

3. Colocation

- Full-time WIOA service provider staff are housed at School resource center or a School resource center is colocated inside the WIOA service provider's service provider center
- All prospective students greeted at front desk, and if they desire to enroll, will attend an orientation and perform the School student intake process.
- 19 – 24-year old students attend an orientation that also includes WIOA service provider program intake.
- Service Provider and School staff share data collection tools
 - Since student information systems and federal/local WIOA data systems are proprietary, separate and may be subject to confidentiality requirements, partners must input relevant data into a shared spreadsheet (Name, Center, Case Manager Federal WIOA ID#, CalJOBS#)
- All students take the NWEA assessment to determine grade-level equivalencies in math, reading and language arts (school educational service.)
- Students are assigned a supervising core subject teacher.
- Students assigned Basic CTE course of study which includes career awareness and exploration through account with online platform (educational service.)
- WIOA service provider enrolls participant in CalJOBS
 - Case management includes the data collection, record-keeping and reporting inherent in federal programs, the tracking of participant attendance and engagement in services, notation of gains in literacy and numeracy made at educational institution. Also includes ongoing guidance and monitoring of participant in CalJOBS and progress in employment pursuits
- Best practices of full integration include:
 - Welcoming partner as valued member of team
 - Provision of adequate space and materials

ATTACHMENT A:

Workforce Innovation and Opportunity Act Exclusive Instructional Program Design

- Inclusiveness of partner in staff meetings, trainings and team-building
- Commitment to continuous improvement and regular meetings focused on program quality review
- Sharing of data and reports as possible according to respective program codes
- Recognition of success and advocacy across system network

**Outline of Service Provider
Compensation Pursuant to the
Memorandum of Understanding dated
March 3, 2017, by and between Youth
Policy Institute, Inc. ("Service Provider"),
whose address is 6464 Sunset Blvd., Suite
650, Los Angeles, CA 90028, and Mission
View Public Charter, Inc., ("School"), or
its assignee, whose address is 177 Holston
Drive, Lancaster, CA 93535.**

In order to fully support the mission of the Workforce Innovation and Opportunity Act of 2014 (29 U.S.C. Sec. 3101 et seq.) ("WIOA") and in support the WIOA regulations provisions encouraging WIOA youth programs to "leverage partner resources to provide some of the readily available program elements" (20 Code of Federal Regulations § 681.470) Service Provider and School agree to the following:

1. School shall provide compensation to Service Provider for the time, effort and programmatic offerings provided by Service Provider;
2. Service Provider will send regular monthly invoices for payment by School at the following rates:

\$11,132 per month

IN WITNESS WHEREOF, the duly authorized representative of each party does hereby sign and date this document as set forth below.

Mission View Public Charter, Inc.



Bill Toomey
Title: EVP, Chief Academic Officer

Date: 3.20.17

Youth Policy Institute, Inc.



Name: Dixon Slingerland
Title: President & CEO

Date: 3.17.17

Information Brochure

YOUTH
POLICY
INSTITUTE

WIOA Program Partnerships



WIOA PROGRAM PARTNERSHIPS

Excerpts and explanations from the current WIOA Federal Register Volume 81 Section 56402 Sub Section 681-460 (emphasis added for clarity):

Sub-Section 681-460, Item 14, sub-section (c) explains that Local WIOA Programs are encouraged to **“partner with existing local, State, or National entities that can provide program element(s) at no cost to the local youth program.”** Publicly funded drop-out recovery programs are a perfect example of this type of partnership.

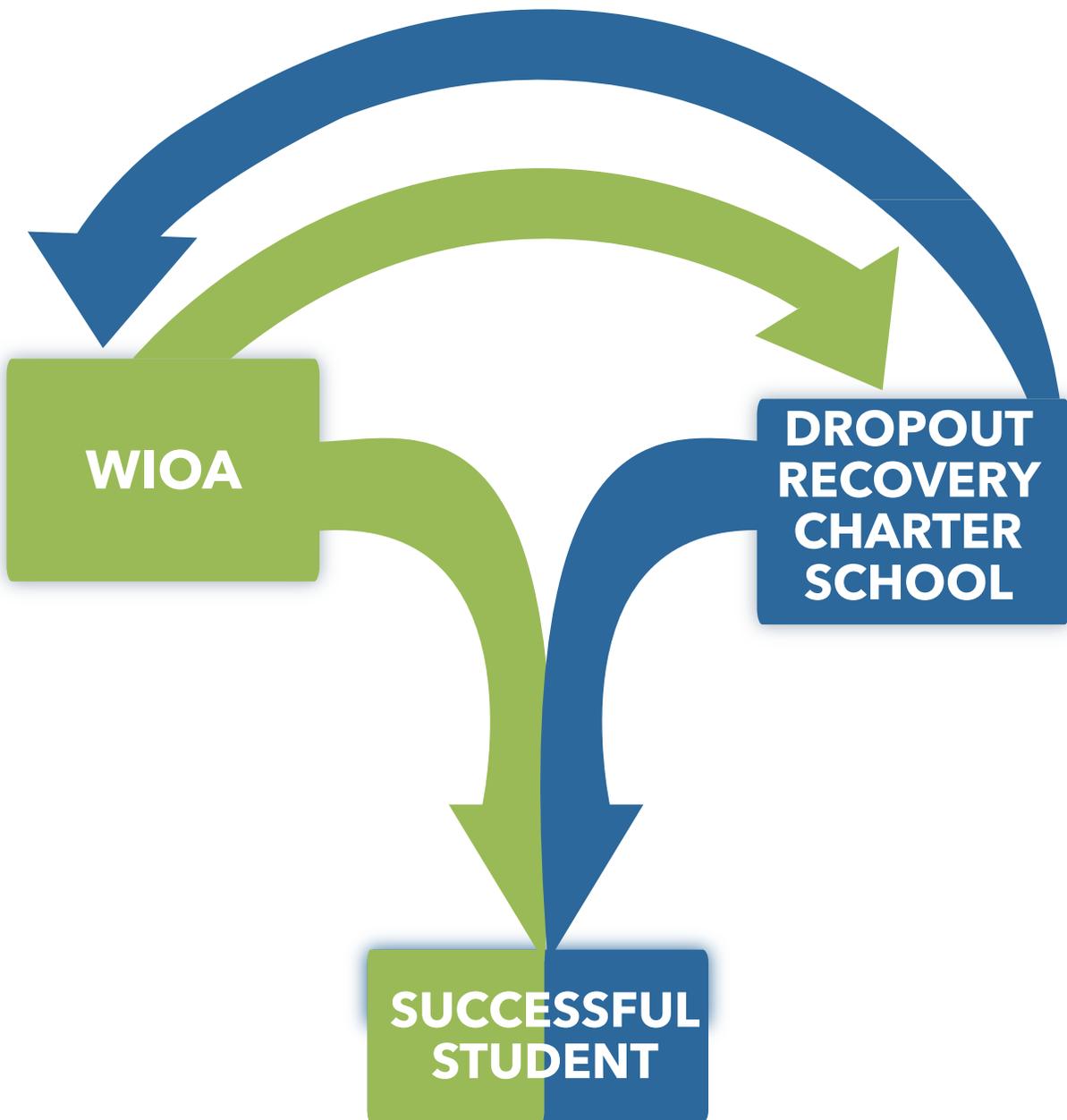
The California State Workforce Development Board (WDB) Board administration has encouraged County WDB(s) and Grantees to utilize other non-WIOA funded partners (which includes self-funded non-profits or LEA(s)) to **extend services to local “non-participants” seeking services when available.** As an example, a local WIOA program grantees, funded for only 100 Out of School Youth (OSY) or In School Youth (ISY) participants could extend its services (without using WIOA Grant funds) to many other “non-participants” through an MOU with **self or State funded programs where their enrolled “non-participants” might benefit from mutual partnerships with a WIOA partner.**

Drop-out recovery Charter Schools (that provide CTE or Job-training services) who seek exclusive partnerships with Local or National WIOA programs or Grantees, are an excellent partner for WIOA Funded Programs and **provide an avenue for delivery of services to California youth.** Since WIOA program grantees are directed to **partner with other entities that can help recruit WIOA “participants”** to their grant funded programs and must **make available educational services** as part of the WIOA program, Drop-out recovery Charter Schools and LEA’s that seek to provide instruction exclusively in partnership with such a WIOA program **creates an ideal and mutually beneficial partnership where both the WIOA program grantee and the charter school accomplish their mission to serve youth, and particularly to serve OSY (Out of School Youth ages 16-24) and ISY (In School Youth ages 14-21).**



The partnership creates a situation where the **WIOA Grantee has perpetual access to a pipeline of “participants”** (which is required in the Federal Register) and also (through a partnership or MOU) allows the WIOA Grantee to partner with a Charter School to capitalize on the Charter School’s resources (Facilities, Curriculum, Staff and Funds), which aids in **extending WIOA services** (including alternative Secondary Education, CTE courses and Job-training) to as many WIOA Participants and “non-participants” as the Charter School and WIOA Grantee can serve. **These exclusive partnerships help expand WIOA Funded Programs** through economies of scale with local businesses and ETPL providers.

For the Drop-out Recovery Charter School, providing instruction exclusively in partner with a WIOA Grantee allows the charter school to deliver both the School’s education program and extend WIOA-type services (which includes CTE, soft-skills courses, and job-training) **to all enrolled students;** as stated, this creates a “pipeline” for at-risk students being educated, informed, and having access to the extensive resources of the Federal WIOA program that has been in existence for decades.



FEDERAL REGISTER VOLUME 81 SECTION 56402 SUB SECTION § 681.420:

HOW MUST LOCAL WORKFORCE DEVELOPMENT BOARDS DESIGN WORKFORCE INNOVATION AND OPPORTUNITY ACT YOUTH PROGRAMS?

- (a) The design framework services of local youth programs must:
- (1) **Provide for an objective assessment** of each youth participant that meets the requirements of WIOA sec. 129(c)(1)(A), and includes a **review of the academic and occupational skill levels**, as well as the service needs and strengths, of each youth for the purpose of **identifying appropriate services and career pathways for participants and informing the individual service strategy**;
 - (2) **Develop, and update as needed, an individual service strategy** based on the needs of each youth participant that is directly linked to one or more indicators of performance described in WIOA sec. 116(b)(2)(A)(ii), that **identifies career pathways that include education and employment goals**, that **considers career planning** and the results of the objective assessment and that prescribes the participant; and
 - (3) Provide case management of youth participants, including follow-up services.
- (b) The local plan must describe the design framework for youth programs in the local area, and how the **14 program elements** required in § 681.460 are to be made available within that framework.
- (c) Local WDBs must ensure appropriate links to entities that will foster the participation of eligible local area youth. Such links may include connections to:
- (1) Local area justice and law enforcement officials;
 - (2) Local public housing authorities;
 - (3) **Local education agencies**;
 - (4) Local human service agencies;
 - (5) WIOA title II adult education providers;
 - (6) Local disability-serving agencies and providers and health and mental health providers;
 - (7) Job Corps representatives; and
 - (8) Representatives of other area youth initiatives, such as YouthBuild, and including those that serve **homeless youth** and other public and private youth initiatives.
- (d) Local WDBs must ensure that WIOA youth service providers meet the referral requirements in WIOA sec. 129(c)(3)(A) for all youth participants, including:
- (1) Providing these participants with information about the full array of applicable or appropriate services available through the Local WDBs or other eligible providers, or one-stop partners; and
 - (2) Referring these participants to appropriate **training and educational programs that have the capacity to serve them either on a sequential or concurrent basis**.
- (e) If a youth applies for enrollment in a program of workforce investment activities and either does not meet the enrollment requirements for that program or cannot be served by that program, the eligible training provider of that program must ensure that the youth is referred for further assessment, if necessary, or referred to **appropriate programs to meet the skills and training needs of the youth**.

FEDERAL REGISTER VOLUME 81 SECTION 56402 SUB SECTION 681.460:

WHAT SERVICES MUST LOCAL PROGRAMS OFFER TO YOUTH PARTICIPANTS?

Local programs must make each of the following 14 services available to youth participants

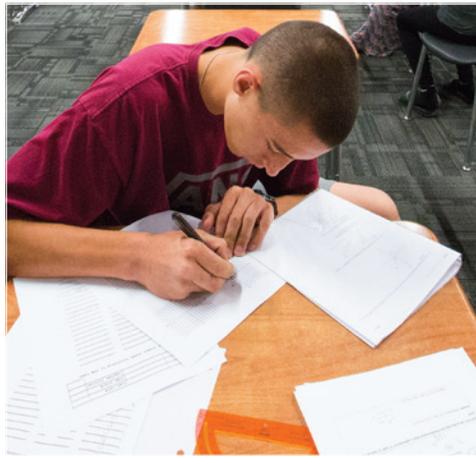
(emphasis indicates services provided by charter school instruction exclusively in partnership with a WIOA Grantee):

1	<i>Tutoring, study skills training, and evidence based dropout prevention and recovery strategies that lead to completion of secondary school diploma</i>
2	<i>Alternative secondary school services</i>
3	<i>Paid and Unpaid work experience that has academic and occupational education as a component</i>
4	<i>Occupational skills training that includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations.</i>
5	<i>Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster.</i>
6	<i>Leadership development opportunities, including community service and peer-centered activities encouraging responsibility, and other positive social and civic behaviors.</i>
7	<i>Supportive Services</i>
8	<i>Adult mentoring for a duration of 12 months that may occur both during and after program participation.</i>
9	<i>Service Provider to perform follow-up services for not less than 12 months after the completion of participation.</i>
10	<i>Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.</i>
11	<i>Financial Literacy Education</i>
12	<i>Entrepreneurial Training</i>
13	<i>Services providing labor market and employment information about in-demand industry sectors or occupations in the local area, such as career awareness, career counseling, and career exploration services.</i>
14	<i>Entrepreneurial Training</i>



FIVE NEW YOUTH PROGRAM ELEMENTS (AS COMPARED WITH THE PREVIOUS FEDERAL WIA PROGRAM):

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



SERVICES PROVIDED BY WIOA GRANTEES UNDER THE WIOA PROGRAM

ACADEMIC

- Instruction in financial literacy and employability skills
- Presentation of Certificate to student upon successful course or program completion
- Collaborative communication to support student academic and social success
 - Design and monitor annual program implementation and evaluation plans
 - Proactive identification and selection of students in need of services
 - Participation in student support meetings such as attendance review and academic progress
 - Shared reporting and monitoring of joint student cases
 - Tutoring study skills training and evidence based dropout prevention and recovery strategies
 - Alternative school services on a year-round calendar
- Student leadership development and community service activities
- Academic and career counseling including adult mentoring
- Accredited public high school diploma program during regular business hours

VOCATIONAL

- Enrollment of students into workforce systems such as CalJOBS
- Coordination with and referral to participating employers and community agencies
- Standards aligned Career Technical Education programs and pathways including entrepreneurial training
- Work-based learning opportunities in collaboration with community partners

SUPPORT

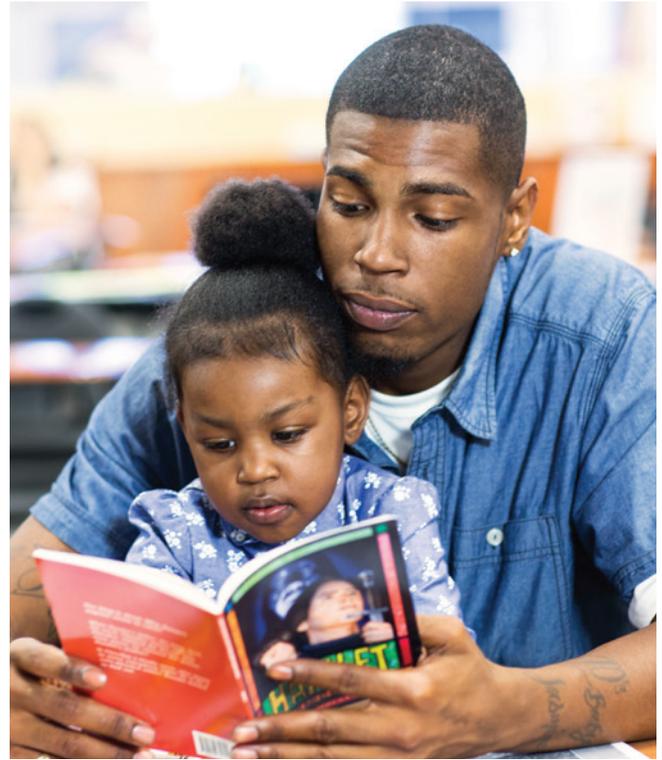
- Referral of high school aged youth to School
- Presentations and information on Service Provider's WIOA and other grant funded programs
- Case management and supportive services for student program participants; referral to outside service agencies as needed
- Assign program and case managers who will provide oversight and will serve as liaison and point of contact for school
- Support student outreach, retention, and promotion
- Arrange for presentation and delivery of various community services
- Provide workspace and access to appropriate support systems such as internet, phone, and office equipment.
- Collaborative communication with Service Provider in support of student attendance and achievement

WIOA GRANTEE YOUTH PROGRAMS

WHO THEY SERVE

WIOA formula funded youth programs serve in-school (ages 14-21) and out-of-school youth (ages 16-24) who are low income, and have one or more of the following barriers:

- deficient in basic literacy skills;
- school dropout;
- homeless, runaway or foster child;
- pregnant or parenting;
- offender; or
- Require additional assistance to complete an educational program, or to secure and hold employment (including a youth with a disability).



WIOA - SEPARATE CRITERIA FOR OUT-OF-SCHOOL AND IN-SCHOOL YOUTH

IN SCHOOL YOUTH 14-21 YEARS OLD

MUST BE LOW-INCOME;

- Attending school (as defined by State law); and
- One or more of the following:
 - o Basic skill deficient
 - o Youth subject to the juvenile or adult justice system youth who are homeless
 - o A runaway
 - o In foster care or aged out of such care, pregnant or parenting, or
 - o Youth who have a disability

OUT-OF-SCHOOL YOUTH 16-24 YEARS OLD

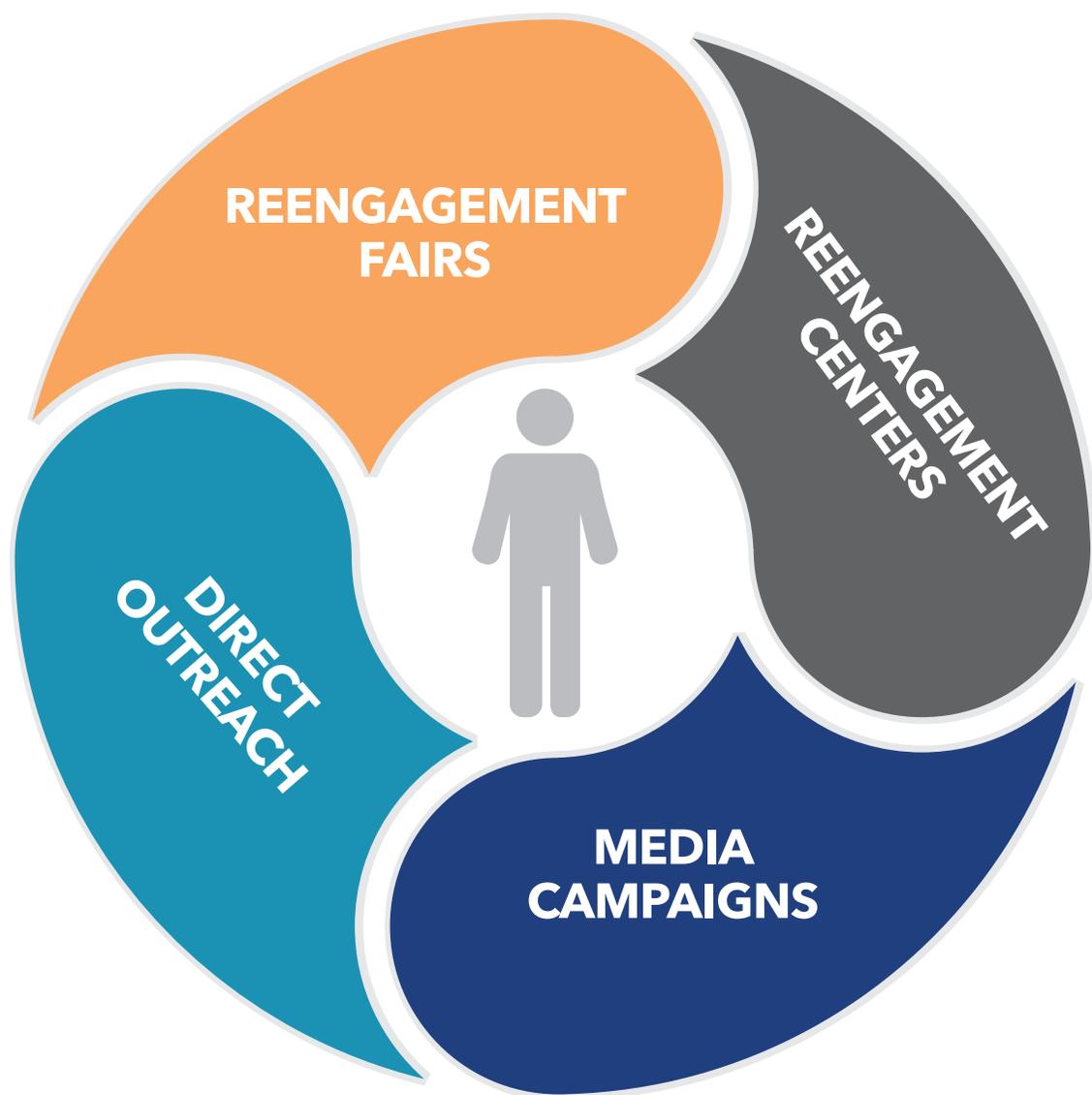
NO INCOME ELIGIBILITY

- School dropouts;
- Youth who have not attended school for the most recent calendar quarter;
- Youth subject to the juvenile or adult justice system;
- Youth who are homeless, a runaway, in foster care or aged out of such care;
- Pregnant or parenting, or
- Youth who have a disability.

ALSO INCLUDES LOW-INCOME YOUTH WHO

- Basic skills deficient;
- English language learners, or
- Need additional assistance to enter or complete an educational program or secure or hold employment.





STRATEGIES FOR LOCATING AND REENROLLING STUDENTS

- **Reengagement fairs** - Representatives from district schools, charter schools, trade schools, community colleges and GED testing centers attend fairs to provide on reenrollment options.
- **Reengagement centers** - Students attend centers to have their transcripts evaluated, find out about reenrollment options, take online credit recovery courses, and get life-skills training.
- **Media campaigns** - Reentry programs are advertised in newspapers, on cable television channels, radio stations, billboards, and flyers posted throughout the community.
- **Direct outreach** - School teams go to housing developments, malls, sporting events, and other locations where out-of-school youth congregate, to share information with youth about reentry programs.



OTHER REENTRY OPTIONS FOR YOUTH WORKFORCE DEVELOPMENT PROGRAMS OR PROGRAM PARTNERS

- District alternative schools and charter schools specifically geared toward returning dropouts;
- High schools that integrate on-site job training and enable students to earn credit for work experience;
- Adult high school students can attend in the evenings to acquire credits toward a high school diploma while co-enrolled in regular high schools;
- Adult high schools and adult education programs at which student can apply credits earned for life experience such as employment, skills training certifications, and military training toward a high school diploma;
- Adult education centers at which students can complete their high school diploma through self-paced classes, online classes, or by meeting competences;
- Career and technology centers at which students can obtain a GED, then enroll in a career training program and earn credits that transfer to degree programs at local college;
- Online programs operated by charter schools, adult education providers, community colleges, for-profit organizations, and public school districts through which students can earn high school credits;
- GED programs on college campuses that enable students to obtain GEDs and get support transitioning into postsecondary education;
- Collaborative GED/career training programs that enable students to obtain GEDs in addition to occupational skills training.

FEDERAL WORKFORCE INNOVATION AND OPPORTUNITY ACT

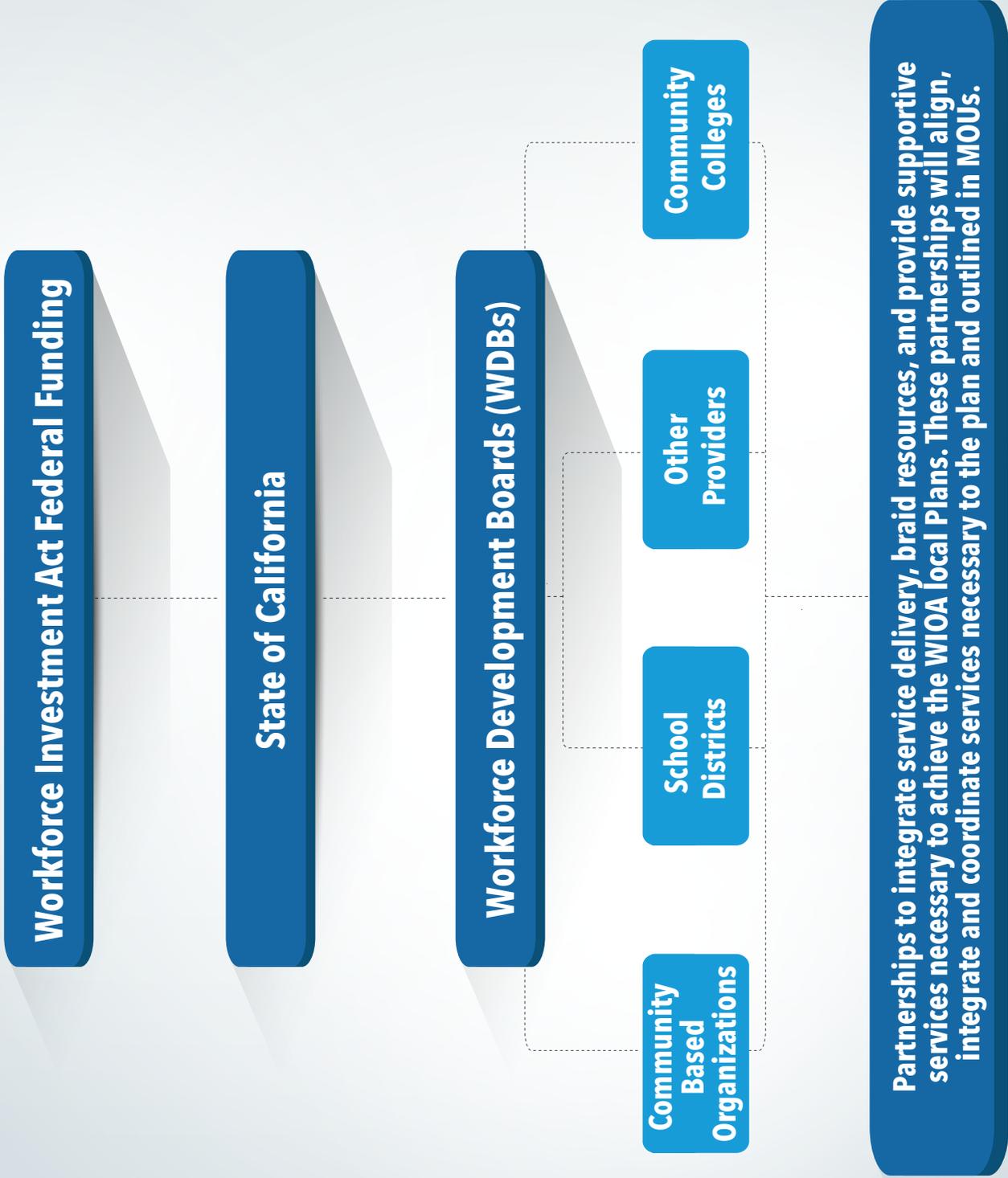




EXHIBIT E

MASTER AGREEMENT FOR PERSONALIZED LEARNING



Mission View Public School
Master Agreement for Personalized Learning

Student:	Contract Term: Full Year
Student Number:	Beginning Date:
Address:	End Date:
Location:	Year:
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level:
Program Placement:	School for Classroom Option:

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established Charter School's governing board and are consistent with Charter School standards as outlined in the Charter School's subject/course descriptions. Assignment and Work Record Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "course value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value

Method of study: Specific methods of study will be designated on the Student assignment and Work Record and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Textbook Activities, Problem Solving, Study Projects, and Drill and Practice.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record forms and are incorporated herein.

Method of Evaluation: Academic evaluations will be designated on the Assignment and Work Record and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, and Observations.

Students are required to report to their teacher as scheduled: Manner of Reporting: One-on-One; Time: , Day: . Frequency: Weekly. Duration: Full Year. Location:

Voluntary Statement It is understood that Personalized Learning is a continuously voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through Personalized Learning only if the student is offered the alternative of classroom instruction.

Assignments: According to the Charter School policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Charter School policy. After 3 missed assignments, as per board policy, an evaluation will be made to determine whether Personalized Learning is an appropriate strategy for this student.

Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

Signatures and Dates: I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student: _____ Date: _____

Parent/Guardian/Caregiver: _____ Date: _____

Supervising Teacher: _____ Date: _____

English/Language Arts
Teacher: _____ Date: _____

Mathematics Teacher: _____ Date: _____

Social Studies Teacher: _____ Date: _____

Science Teacher: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

New Teacher Protocol

I have read the terms of this Master Agreement and agree to fulfill the terms herein.

New Supervising Teacher: _____ Date: _____

A certified letter and copy of this newly signed master agreement, with a return receipt requested, will be sent home to the attention of this student's parents/guardian/caregiver. This letter states that the above named student's new supervising teacher is _____. The terms of this master agreement are unchanged. If the parent/guardian/caregiver has any questions or concerns, it is requested that he/she contact the school office. The receipt for this certified letter will be in the student file.



Mission View Public School Acknowledgement of Responsibilities

Student:	Contract Term: Full Year
Student Number:	Beginning Date:
Address:	End Date:
Location:	Year:
1st Phone Number:	2nd Phone Number:
DOB:	Grade Level:
Program Placement:	School for Classroom Option:

It is understood that:

- The purpose of this agreement is to enable the student successfully reach the objectives and complete the assignments identified in the Assignment and Work-Related Forms that will be part of this agreement.
- According to charter school policy for Personalized Learning, no more than twenty (20) school days may elapse between the date the assignment is made by the teacher and the day it is due, unless an exception is made by the assigned credentialed teacher.
- The Mission View Public School will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment.
- Mission View Public School is a California Public Charter School supporting only non-sectarian curriculum that is aligned to the California State Standards. Sectarian materials will not be provided, assigned from, or supported by this institution at any juncture.
- The student agrees to meet with or report to the teacher regularly, in accordance with the frequency, date, time, and location specified in the master agreement in order to submit assignments and report progress.
- It is understood that, appropriate interventions may be required for the student to perform at grade level. This program/appointment will be in addition to the Master Agreement's required schedule and will have 'An Agreement of Participation' that must be followed in order to maintain enrollment.

STUDENT RESPONSIBILITIES: I understand that: In accordance with Educational Code Section 51747 and Board Policy 6100

1. Independent study is an optional educational alternative that I have voluntarily selected. The option of a regular classroom instructional program will always be available. [No student shall be referred to this program pursuant to education code section 48915 or 48917. Charter school attendance is optional pursuant to education code section 47605(f).]
2. This agreement is valid for the school year indicated on the corresponding master agreement.
3. By entering Mission View Public School, I have not waived any rights as a student, and I am entitled to all Charter School services and resources.
4. The maximum length of time that may elapse between the time a Personalized Learning assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days or as modified by an assigned credentialed teacher at the time the work is assigned to the student. When special or extenuated circumstances justify a longer time for individual students, the Director or designee may approve a period not to exceed eight (8) weeks pursuant to a written request with justification.
5. The manner of instruction used is an individualized, student-teacher strategy.
6. Board Policy 6100 provides that an accumulation of three missed assignments or three appointments will result in an evaluation, which may include:

- ◆ A letter of concern to me and my parent, guardian, or caregiver, if appropriate;
 - ◆ A specially scheduled appointment;
 - ◆ A meeting with the counselor or administrator, including my parent, guardian, or caregiver if appropriate;
 - ◆ Placement on probation;
 - ◆ Revocation of any work permit issued until my schoolwork is satisfactorily completed;
 - ◆ Review educational options available to parent, my caregiver, including the option of a regular classroom instructional program;
 - ◆ Termination of the master agreement and my return to a regular classroom program of instruction or other appropriate alternative;
 - ◆ A written record of this evaluation shall be maintained in my permanent record.
7. If I am a student with an individualized education program (IEP), my IEP must specifically provide for my enrollment in Independent Study.
 8. I understand that lack of transportation to the school site is not an acceptable reason for failing to meet with my teacher and/or supervisor to submit my completed assignments.
 9. I will complete my assigned work and achieve at least the minimum performance requirements of the course of study. I understand that the credit, which is based on mastery of learning, can only be issued after I have successfully completed an activity and it has been evaluated. I realize that a minimum of 26 to 28 hours of work is needed for each unit of credit.
 10. I will strive for perfect attendance at all scheduled appointments and complete all work as agreed upon.
 11. I will provide necessary evidence that I have fulfilled work assignments.
 12. This agreement will remain intact unless modified with the parent's, student's and teacher's approvals.
 13. I will abide by all conditions in the student contract.
 14. Student Expulsion/Suspended Enforcement: No student shall be referred to this program pursuant to Education Code, Section 48915 or 48917. In the case of a student who has been placed on expulsion with suspended enforcement, instruction may be offered in an independent study program only if the student is offered a regular classroom program of instruction.
 15. As a student of Mission View Public School, I will attend pre-determined weekly progress meetings in order to gain assistance towards completion of the learning period assignments. Failure to attend these progress meetings will result in disciplinary counseling sessions. Three missed progress meetings, three missed appointments or three missed assignments may lead to disengagement from the Personalized Learning Program.

By your signature, you acknowledge that this program is an optional educational alternative in which no student shall be required to participate and a classroom option is continuously available. [Education code EC5174c7]

School attendance is a student/parent responsibility. In Personalized Learning, the attendance requirement is satisfied only by the completion of assigned work. Academic credit is separate from attendance credit. Academic credit is awarded by the teacher based upon the completeness of the student's work and his/her performance on the evaluative instruments designed for each unit of study within the specific subject.

PARENT RESPONSIBILITIES

I understand that the major objective of Personalized Learning is to provide a voluntary educational alternative for my son or daughter. It is my/our responsibility to provide the support needed so that the student can maintain progress toward the achievement of a high school diploma.

I agree to the above conditions listed under "Student". I also understand that:

- Individual course objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.

- I am liable for the cost of replacement or repair for willfully damaged or destroyed books and other school property checked out to my son or daughter.
- Unless otherwise indicated, a teacher or supervisor will meet with my son or daughter on a regular basis to direct and measure progress.
- I am expected to encourage him or her to do more than the minimum study requirements and be involved in outside activities.
- I am to make certain that assignments are completed.
- I am to make the necessary arrangements for transportation unless it has been agreed, as per the meeting location designated on the master agreement, that meetings will be in my home.
- I am to be responsible to see that the student is in attendance to meet with the teacher for his/her scheduled time.
- I am to provide an environment, which supports achievement.

NOTE: At the age of 18, the student becomes the responsible party and parents are not required to sign the agreement.

CREDENTIALLED TEACHER RESPONSIBILITIES

1. The teacher will evaluate the work presented by the student under the terms of the Personalized Learning Agreement to determine the academic and attendance credit earned by the student. All homework will be evaluated for completeness and certified by the teacher.
2. The teacher will offer guidance and provide resources to the student as specified in each course contract or assignment.
3. The teacher will re-evaluate the student's placement in Personalized Learning at the end of the term of the agreement.
4. The teacher will be responsible for completing designated portions of the written agreement for Independent Study and add information when appropriate,
5. The teacher will supervise and approve course work. Design all lesson plans, Write assignments for students.
6. The teacher will maintain an attendance register for Personalized Learning.
7. The teacher will personally judge the time value of student assignments or work products before ADA is earned.
8. The teacher will assess the student's level of education, modifying the curriculum as necessary to meet district or county guidelines, and administer state mandated tests as required.
9. The teacher will maintain records of credits for each subject earned by junior and senior high school students, based on work successfully completed.
10. The teacher will maintain any required records and file on a current basis.
11. The teacher will monitor student attendance and provide follow-up.

AGREEMENT: We have read this agreement and hereby agree to all the conditions set forth within.

SIGNATURES:

Student: _____

Date: _____

Parent/Guardian/Caregiver: _____

Date: _____

Supervising Teacher: _____

Date: _____

English/Language Arts
Teacher: _____

Date: _____

Mathematics Teacher: _____

Date: _____

Social Studies Teacher: _____

Date: _____

Science Teacher: _____

Date: _____

Other: _____

Date: _____

Other: _____

Date: _____

Other: _____

Date: _____

Other: _____

Date: _____

EXHIBIT F

ENGLISH LEARNER DEVELOPMENT PLAN

Reclassification/Redesignation

The Charter school shall continue to provide additional and appropriate educational services to English Language Learners for the purposes of overcoming language barriers until the English Language Learners have: (5CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers.
2. Recovered any academic deficits which may have been incurred in other areas of core curriculum as a result of language barriers.

English Language Learners shall be reclassified/redesignated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the mainstream course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English Language Learner shall be reclassified/redesignated as fluent English proficient: (CCR 11303)

1. Assessment of English language proficiency utilizing the California English Language Development Test (CELDT) as the primary criterion, and objective assessment the student's English reading and writing skills.

Criteria: Overall Score of Level 4 or 5 (Early Advanced or Advanced), Scores of 3 (Intermediate) or higher in Listening/Speaking, Reading and Writing domains.

2. Evaluation of certificated staff with direct responsibility for teaching or student course placement decisions. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or English Language Development

3. Parent/Guardian notification during a reclassification/redesignation.

Criteria: Parent notification

4. Comparison of performance in the basic skills, including performance on the Reading (MAP portion) of the Northwest Evaluation Association (NWEA) and/or passing the ELA California High School Exit Exam (CAHSEE) during the 2014-2015 school year.

Criteria: RIT Score of 207-213 (9th -12th grade) or higher of the NWEA
and/or passing the CAHSEE during the 2014-2015 school year.

RIT Score of 205-211 (8th grade) or higher of the NWEA

RIT Score of 204-210 (7th grade) or higher of the NWEA

RIT Score of 200-206 (6th grade) or higher of the NWEA

RIT Score of 192-198 (5th grade) or higher of the NWEA

RIT Score of 187-193 (4th grade) or higher of the NWEA

The Vice President of Student Services or designee shall provide subsequent monitoring and support for reclassified/ redesignated students, including but not limited to, monitoring the performance of reclassified/ redesignated students in English language mainstream courses.

The Vice President of Student Services or designee shall develop a process to monitor the effectiveness of the district's program for English Language Learners. The district's program shall be modified as needed to help ensure language and academic success for each English Language Learner.



Forma de Matriculación para los siguientes programas: Educación Especial/Aprendizaje de Ingles

Learn4Life admite estudiantes de cualquier raza, color y origen nacional o étnico.

Le pedimos su cooperación en ayudarnos a completar esta forma apropiadamente para colocar a su estudiante en el programa adecuado.

Escuela _____ Sitio _____

Nombre de Alumno

Apellido _____ Nombre _____ Segundo Nombre _____

Fecha de Nacimiento _____ Lugar de Nacimiento (País) _____ En que fecha ingresó su estudiante a una escuela de los Estado Unidos _____

Ultima Escuela de Asistencia _____ Ciudad, Estado _____

Nombre de Padre o Tutr _____ Numero de telefono _____

Dirección de casa _____

Sexo Masculino Femenina
Origen Etnico
 Caucásico Nativo Americano Hispano
 Filipino Asiático Pacifico Isleño
 Negro/Afro-Americano Otra Etnicidad _____

¿El estudiante ha sido expulsado de una escuela por cualquier razón? Si No

¿De qué escuela? _____ ¿Qué año? _____

¿El estudiante ha tenido un IEP (Plan de Educación Individual) o ha recibido servicios de educación especial?

Si No

¿Esta el estudiante inscrito en los programas siguientes?

RSP-Programa de recurso con Especialista
 SDC-Clase Especial de Día

¿Recibe el estudiante Discurso y servicios de Idioma? Si No

¿Tiene el estudiante un Plan 504? Si No

¿Ha recibido el estudiante instrucción de Desarrollo en el idioma ingles? Si No

¿Cual idioma aprendio primero su hijo(a)? _____

¿Cuál idioma usa principalmente su hijo(a) cuando conversa en casa? _____

¿Cuál idioma usa usted con mas frecuencia cuando habla con su hijo(a)? _____

¿Cuál idioma hablan los adultos con mas frecuencia en casa? _____

¿Habla el estudiante con fluidez ingles? Si No

¿Ha recibido el estudiante Instrucción formal del Idioma Ingles en las siguientes categorias? (Escuchando, Hablando, Leyendo o Escribiendo) Si No

Si usted a contestado cualquier pregunta "SI", la copia más reciente del IEP, 504 Plan o Resultados de CELDT tendra(n) que ser entregado(s) a la oficina.

Certifico que la información anterior es verdadera y correcta. Un falso testimonio podrá dar como consecuencia que el alumno sea dado de baja de Desert Sands Public Charter School.

Firma del Padre/Guardian _____ Fecha _____

English Language Development Placement Guide

	Beginning (New to Country)	Beginning (Emerging)	Early Intermediate (Expanding)	Intermediate (Expanding)	Early Advanced (Bridging)	Advanced or Reclassified
Course Name	English Language Development Fundamentals A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	English Language Development I A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	English Language Development II A/B English Language Development II A/B (Edmentum)	English Language Development III A/B English Language Development III A/B (Edmentum) English 9 - 12 A/B Intensive	English Language Development III A/B (Edmentum) English Language Development IV A/B English Language Development IV A/B (Edmentum) English 9 - 12 A/B Intensive	English Language Development IV A/B (Edmentum) Conventional English English 9 English 10 English 11 English 12 English 9 - 12 A/B Intensive
English Language Development PLS Curriculum	HS - L4L Edmentum ESL Reading Smart NC A/B (2017) HS - L4L System 44 I-II 1-2A/B (2016)	HS - L4L Edmentum ESL Reading Smart 1 A/B (2017) HS - L4L System 44 I-II 1-2A/B (2016)	HS - L4L EDGE Fundamentals A/B (2016) HS - L4L Edmentum ESL Reading Smart 2A/B (2017)	HS - L4L ELD EDGE Level A 1/2 (2013) HS - L4L Edmentum ESL Reading Smart 3A/B (2017) HS - L4L English 9-12 A/B Intensive (2016)	HS - L4L Edmentum ESL Reading Smart 3 A/B (2017) HS - L4L ELD EDGE Level B 1/2 (2013) HS - L4L Edmentum ESL Reading Smart 4 A/B (2017) HS - L4L English 9-12 A/B Intensive (2016)	HS - L4L Edmentum ESL Reading Smart 4A/B (2017) HS - L4L ELD EDGE Level C 1/2 (2013) HS-L4L-English 9-11 A/B (2016) HS-L4L-English 12 A/B (2014) HS - L4L English 9-12 A/B Intensive (2016)
Instructional Materials and/or Textbook	ESL Reading Smart Newcomers, System 44	ESL Reading Smart Level 1, System 44	Edge Fundamentals ESL Reading Smart Level 2	Edge A ESL Reading Smart Level 3, Read180	Edge B ESL Reading Smart Level 3 or 4, Read180	Edge C , HMH Collections, Read180, ESL Reading Smart Level 4
CELDT *Review all domains	9th Grade Overall 251-360 10th – 12th grade Overall Score 251-365	9th Grade Overall 350-457 10th – 12th grade Overall Score 355-463	9th Grade Overall Score 458-517 10th – 12th grade Overall Score 464-527	9th Grade Overall Score 518 - 578 10th – 12th grade Overall Score 528 - 590	9th Grade Overall Score 579-637 10th – 12th Grade Overall Score 591-657	9th Grade Overall Score 638-761 10th – 12th Grade Overall Score 652-761

English Language Development Placement Guide

	New to Country (Beginning)	Emerging (Beginning)	Expanding (Early Intermediate)	Expanding (Intermediate)	Bridging (Early Advanced)	Core (Advanced or Reclassified)
NWEA RIT Reading Score	< 131	131-150	151-176	177-199	200 - 210	205-211 Advanced 207-213 Reclassified
Suggested Lexile Range	BR1L – 49L	50L- 99L	100L- 499L	500L- 799L	800L- 999L	1000L-1049L
Supports	Tutoring System 44 Elective SDAIE strategies	Tutoring MyNgConnect System 44 Elective SDAIE strategies	EDGE Comprehensive Coach SDAIE strategies Tutoring System 44 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring Read 180 Elective	SDAIE strategies Tutoring Read 180 Elective

Individualized English Language Development Plan for...

Student Name: _____ DOB: _____ Primary Language: _____ School Site: _____ New to the Country: _____

ELL Status: ELL: _____ RFEP: _____ RFEP Date: _____ Supervising Teacher: _____

If identified as ELL: Most Current CELDT Results:

Listening		Speaking		Reading		Writing		Overall	
-----------	--	----------	--	---------	--	---------	--	---------	--

Indicate source data obtained from: _____ Dated: _____ (Example: previous school/district, initial or annual assessment, etc.)

Placement Criteria:

NWEA Reading (Date & Score)				Current Year CELDT Date & Overall Score Administration (if applicable)		
--------------------------------	--	--	--	--	--	--

ELL Services Suggested by NWEA Reading Scores and CELDT Results as Determined by the Placement Matrix: **Circle Program Placement:**

New to Country ELD Fundamentals A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	Beginning ELD I A/B (Edmentum) System 44 I 1A/B System 44 I 2A System 44 II 1A/B	Early Intermediate ELD II A/B ELD II A/B (Edmentum)	Intermediate ELD III A/B ELD III A/B (Edmentum) English 9 - 12 A/B Intensive	Early Advanced ELD III A/B (Edmentum) ELD IV A/B ELD IV A/B (Edmentum) English 9 - 12 A/B Intensive	Advanced Mainstream ELD IV A/B (Edmentum) Conventional English English 9-10 English 9 - 12 A/B Intensive
Tutoring *System 44 Elective SDAIE strategies	Tutoring MyNgConnect *System 44 Elective SDAIE strategies	EDGE Comprehensive Coach SDAIE strategies Tutoring System 44 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring *Read 180 Elective	EDGE Comprehensive Coach SDAIE strategies Tutoring *Read 180 Elective	SDAIE strategies Tutoring *Read 180 Elective

Parent Notified (Please circle): **Phone** **Email** **In-Person** Date: _____

Student Signature: _____ Date: _____

Supervising Teacher Signature: _____ Date: _____

ELD Lead Signature: _____ Date: _____

Principal's Designee Signature: _____ Date: _____



English Learner Advisory Committee
(ELAC)
Handbook

English Learner Department

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What is an ELAC

- **English Learner Advisory Committee**
- A meeting where parents/guardians of English Learners meet to **advise** the principal and school staff on programs and services for English learners.
 - Parents are elected to form a committee; the committee will receive district training to perform the necessary duties.
- It exists at every school that has twenty-one (21) or more English learners.
- Minimum of 4 meetings per year (September, December, March, June)

Goals of the ELAC

To provide the parents of English Learners the opportunity to:

- To involve all EL Parents
- An elected ELAC member is an active participant who influences the education of their child in a positive way.
- The ELAC will assist EL students to:
 - Attain English proficiency quickly and efficiently
 - Achieve at levels equivalent to EO student in academic subjects
 - Meet California academic standards of all students

ELAC Composition

- Formation
- Composition Requirements
- Elections
- Major Function/Tasks
- Training
- Supporting Documents
- Legal References

ELAC Member Duties

- Follow the charter's ELAC bylaws while conducting meetings and fulfilling responsibilities.
- Advise the Principals and school staff of the needs of English Learners regarding programs, instructions, resources and support.
- Advise on the LCAP developing an English Learner budget.
- Recommendations to support regular school attendance.
- Participate in trainings provided by the charter.

Charter Responsibilities to the ELAC

- Hold elections for ELAC parent/family members.
- Hold elections for ELAC officers.
- Provide sufficient (ongoing) training for elected ELAC members.
- Facilitate and coordinate ELAC meetings.
- Ensure required functions of the ELAC are compliant and completed each school year.
- Maintain agendas and minutes of all ELAC meetings as well as record of attendance.
- Support ELAC meetings by:
 - Establishing convenient meeting times and places.
 - Providing translators, notices, as well as documents translated, for all meetings.
 - Provide childcare during the meetings.

Roles of ELAC Officers

Chairperson:

- Develops agendas with assistance from the Principal.
- Conducts ELAC meetings.
- Follows the duties that are outlined in the ELAC bylaws.

Vice Chairperson:

- Assists the Chairperson in conducting the ELAC meetings.
- Conducts ELAC meetings in the absence of the Chairperson.
- Follows the duties that are outlined in the ELAC bylaws.

Secretary:

- Prepares Agendas and distributes materials
- Accounts for the minutes of each ELAC meeting
- Serves as a liaison

Reclassification/Redesignation

The Charter school shall continue to provide additional and appropriate educational services to English Language Learners for the purposes of overcoming language barriers until the English Language Learners have: (5CCR 11302)

1. Demonstrated English language proficiency comparable to that of the district's average native English language speakers.
2. Recovered any academic deficits which may have been incurred in other areas of core curriculum as a result of language barriers.

English Language Learners shall be reclassified/redesignated as fluent English proficient when they are able to comprehend, speak, read and write well enough to receive instruction in the mainstream program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the mainstream course of study. (Education Code 52164.6)

The following measures shall be used to determine whether an English Language Learner shall be reclassified/redesignated as fluent English proficient: (CCR 11303)

1. Assessment of English language proficiency utilizing the California English Language Development Test (CELDT) as the primary criterion, and objective assessment the student's English reading and writing skills.

Criteria: Overall Score of Level 4 or 5 (Early Advanced or Advanced), Scores of 3 (Intermediate) or higher in Listening/Speaking, Reading and Writing domains.

2. Evaluation of certificated staff with direct responsibility for teaching or student course placement decisions. Objective data on the student's academic performance in English.

Criteria: Secondary Grade-Level Report with a grade of C or better in English or English Language Development

3. Parent/Guardian notification during a reclassification/redesignation.

Criteria: Parent notification

4. Comparison of performance in the basic skills, including performance on the Reading (MAP portion) of the Northwest Evaluation Association (NWEA) and/or passing the ELA California High School Exit Exam (CAHSEE) during the 2014-2015 school year.

Criteria: RIT Score of 207-213 (9th -12th grade) or higher of the NWEA

and/or passing the CAHSEE during the 2014-2015 school year.

RIT Score of 205-211 (8th grade) or higher of the NWEA

RIT Score of 204-210 (7th grade) or higher of the NWEA

RIT Score of 200-206 (6th grade) or higher of the NWEA

RIT Score of 192-198 (5th grade) or higher of the NWEA

RIT Score of 187-193 (4th grade) or higher of the NWEA

The Vice President of Student Services or designee shall provide subsequent monitoring and support for reclassified/ redesignated students, including but not limited to, monitoring the performance of reclassified/ redesignated students in English language mainstream courses.

The Vice President of Student Services or designee shall develop a process to monitor the effectiveness of the district's program for English Language Learners. The district's program shall be modified as needed to help ensure language and academic success for each English Language Learner.

Information for ELAC Facilitators

Suggested Agenda 1st quarter Meeting

- The general purpose of this meeting is to acquaint interested parents with the ELAC.
- Please note that the sign-in sheet requests parents to identify their children who are students at the school. It is important to provide this information so the school can verify which parents have English learners in the school's programs.
- Election of the members and officials may be held by ballot after the first meeting.
- Also do a Needs Assessment, to find out what the EL parents see as the school's needs. (Incorporate the Needs Assessment results at future meetings.)

Suggested Agenda for 2nd quarter meeting

- The meeting begins with the formal announcement of the results of the election and elected members are introduced.
- There should be a brief review of the local ELAC bylaws.
- The general purpose of this meeting is to provide information to the members on the programs and services provided at the school. This should include a brief description of English Language Development programs and resources and English Language Mainstream Classrooms and how access and support is provided to students.
- Review reclassification criteria and procedures.
- Incorporate a presentation from the Needs Assessment.

Suggested Agenda for the 3rd quarter meeting:

- The focus of this meeting is the LCAP – Local Control and Accountability Plan.
- A brief presentation on the significance of CELDT administration and use of testing data to support ELD instruction and improve reclassification rates.

- A brief presentation on the importance of regular school attendance should be included.
- The purpose of the LCAP should be shared. It is important to clarify that the ELAC provides advice, but does not have the authority to approve the plan.
- The current LCFF budget should be shared and explained.
- Incorporate a presentation from the Needs Assessment.

Suggested Agenda for 4th quarter meeting

- The focus of the work to be done by the committee at this meeting is to reach consensus on which advice the committee wishes to formally submit with regard to the needs of English Learners and how these needs should be met.
- This input must be a part of the development of the LCAP.
- Discussions should be facilitated on changes the ELAC would like to suggest for meeting format or time, for the upcoming school year.
- Remember that members can serve two-year terms, if this is stipulated in the bylaws.
- Incorporate a presentation from the Needs Assessment.

SAMPLE RESOURCES

English Learner Advisory Committee Bylaws

ARTICLE I TITLE

The title of this committee shall be the English Learner Advisory Committee

ARTICLE II PURPOSE

The purpose of this committee shall be to:

- Advise the principal on matters pertaining to district and school programs for English Language Learners.
- Develop a School Needs Assessments
- Advise on the Attendance Policy and Procedures
- Assist in budgeting, planning, implementing and evaluating the program
- Review and sign-off on school budget pages
- Review and offer suggestions for the School Improvement Plan

ARTICLE III MEMBERSHIP

Section 1: At least 51 percent of the voting members shall be parents of children in the English Language Development program.

Section 2: Members shall serve for a term of two years.

Section 3: Each member shall have one vote.

ARTICLE IV OFFICERS

The officers of this committee shall consist of a chairperson, vice chairperson and secretary.

ARTICLE V MEETING AND QUORUM

Meetings will convene quarterly. A simplemajority shall constitute a quorum.

ARTICLE VI AMENDMENT

The bylaws may be amended at any regular meeting with the approval of two-thirds of the membership.

ARTICLE VII DUTIES OF OFFICERS

Section 1: It shall be the duty of the chairperson to preside at all meetings.

Section 2: In the event of the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3: Should both the chairperson and vice-chairperson be unavailable, the recording/corresponding secretary shall keep the minutes of all meetings, send notices of meetings and/or agendas, attend to correspondence, and send out publicity as directed.

ARTICLE VIII SUBCOMMITTEES

Subcommittees shall be appointed as needed to promote the objectives of the English Learner Advisory Committee.

Uniform Complaint Procedures

Local Control

Many concerns are the responsibility of local educational agencies (LEAs), including the hiring and evaluation of staff, employee relations, selection/provision of textbooks and materials, pupil discipline, provision of core curricula subjects, homework policies and practices, and dress codes and school uniforms. Every county office of education, district, and charter school governing board are required to have established local complaint policies that describe the procedures that must be followed to resolve complaints. Copies of complaint policies and procedures are available at county offices of education, district offices, or charter school offices. Many LEAs post their policies and procedures on their Web sites.

Uniform Complaint Procedures

Some matters lie within the Uniform Complaint Procedures (UCP) scope. Federal and state laws and regulations specify which programs and issues do. Not all complaints are within the scope of the UCP, even if they involve alleged violations of law.

What is a complaint?

A complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying. If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the agency shall assist the complainant in the filing of the complaint.

UCP Complaints

A complaint regarding the violation of specific federal and state programs that use categorical funds such as Adult Education, After School Education and Safety, Agricultural Vocational Education, American Indian Education Centers, American Indian Early Childhood Education, Career Technical Education, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Nutrition Services, Regional Occupational Centers, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees are considered UCP complaints. UCP complaints are filed with the district superintendent or their designee.

Williams Complaints

A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

FAQs for Parents and Guardians

1. What is a UCP complaint?

A UCP complaint is a written and signed statement alleging a violation of select federal and state laws. Please see the [UCP Brochure](#) for additional information.

2. How do I file a complaint?

File a written complaint by following the steps described in your LEA's complaint procedures. Please see the [CDE FAQ](#) to find out how and where to file complaints on different subjects.

3. What areas are covered by the UCP?

Select federal and state laws governing educational programs are covered by the UCP. Please see the [UCP Brochure](#) for additional information.

4. How do I file a complaint that does not fall under the UCP?

Consult your LEA's local complaint procedures, as LEAs have discretion for determining how non-UCP complaints are processed.

5. Where can I find my LEA's complaint procedures?

LEAs are required to annually provide notice to their students, employees, parents or guardians of their students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of their UCP. Many LEAs also include their complaint procedures on their Web sites or in a handbook they provide to students and their parents and guardians at the start of each new school year. You may also contact your school, district, or county office of education for more information. LEAs are required to make their complaint procedures available to you at no cost.

6. How much time does the LEA have to respond to my complaint?

The LEA must conduct and complete an investigation of the complaint and prepare a written decision to a UCP complaint within 60 calendar days of the date of receipt. This time period may be extended by written agreement of the complainant.

7. Am I required to give the LEA more time to respond to my complaint?

No. However, we encourage the local resolution of complaints and, at times, an extension is necessary in order for the LEA to do a thorough and complete investigation.

8. What fees are LEAs allowed to charge?

A pupil enrolled in a public school is not required to pay any fee, deposit, or other charge

not specifically authorized by law. Please view the [Fiscal Management Advisory](#) for additional information.

9. My school does not have enough textbooks, what do I do?

Complaints regarding instructional materials, teacher vacancy, or missassignment and school facilities are handled locally. You may file a [Williams complaint](#) about instructional materials with the principal at the school.

10. My school has unsafe facilities, what do I do?

Complaints regarding instructional materials, teacher vacancy, or missassignment and school facilities are handled locally. You may file a [Williams complaint](#) about facilities with the principal at the school.

11. My school has a teacher vacancy issue, what do I do?

Complaints regarding instructional materials, teacher vacancy, or missassignment and school facilities are handled locally. You may file a [Williams complaint](#) about teacher vacancy or misassignment with the principal at the school.

12. What do I do if I disagree with an LEA's decision regarding a complaint?

If you believe the LEA decision is incorrect as a matter of fact or law, or they failed to address all of your concerns, you may file an appeal within 15 calendar days to the CDE. In the appeal, you must specify the reason for the appeal and whether the LEA's facts are incorrect and/or the law is misapplied. The appeal packet must contain a copy of the original complaint to the LEA and a copy of the LEA's decision. Please see [Appeals](#) for more information.

13. What is the CDE's responsibility if it finds an LEA violated the law?

The CDE's responsibility is to ensure LEA compliance with select federal and state laws. If an LEA is found out of compliance, the CDE may require corrective action.

CHARTER NAME/SITE
ELAC Meeting Agenda
Date:

(Agenda must be posted and announced 72 hours in advance)

Elections (at first school year meeting)

- ✓ **Welcome**
- ✓ **Meeting called to order**
- ✓ **Review and approve previous meeting minutes**
- ✓ **Old Business:** Report/Update from principal/ELAC site facilitator on previous ELAC recommendations:
- ✓ **New Business:** Training Activity for Requirement(s) # _____ (see above)
 - **Topic**
- ✓ **Other Presentations/Guest Speakers:** Topic-

- ✓ **Recommendations and/or Follow up:** Recommendations or items from this meeting that require further follow up
- ✓ **Next ELAC meeting:** Date _____ **Agenda item:** Topic

<input type="checkbox"/>	1. Advise on the charter’s program for English language learners
<input type="checkbox"/>	2. Advise on the development of the LCAP (for Student Achievement including budget)
<input type="checkbox"/>	3. Assistance in the development of the charter’s needs assessment
<input type="checkbox"/>	4. Assistance in the development or review of the charter language census
<input type="checkbox"/>	5. Assistance in the development of efforts to make parents aware of the importance of parent involvement
<input type="checkbox"/>	6. ELAC member training

- ✓ **Time on the Agenda:** (other announcements, comments)
- ✓ **Meeting adjourned**

CHARTER NAME/SITE
ELAC Meeting Minutes
Date:

Minutes of ELAC Meeting on ____/____/____

MEMBERS PRESENT: See attached list of parent sign in.

Number of elected ELAC members present total _____. #of school staff_____, #of parents_____, # of guests_____ and other _____.

Elections (at first school year meeting)

Meeting called to order at _____AM/PM, by _____.

1. **Meeting Minutes:** Minutes were read from the _____ meeting. It was moved by _____ and seconded by _____ that minutes be approved as written. (or as corrected/amended) (if corrections are made please attach the minutes with corrections)
2. **Old Business:** Report/Update from principal/ELAC site facilitator on previous ELAC recommendations:
 - a.
3. **New Business:** Training Activity for Requirement(s) # _____ (see above)
 - a.
 - b.

Activity/Summary	Document(s) Reviewed	Elected ELAC members' Input / Advice:

Other Presentations/Guest Speakers: _____

Topic: _____

Activity	Document(s) Reviewed	Elected ELAC members' Input / Advice and/or other participants' comments

4. Follow up: Items from this meeting that require further follow up

Item(s) to be followed up on:	By whom?	By when?

7. Time on the Agenda: (other announcements, comments)

- a.
- b.

8. Meeting adjourned at _____ AM/PM

Minutes submitted by _____ date _____

<input type="checkbox"/>	1. Advise on the charter's program for English language learners
<input type="checkbox"/>	2. Advise on the development of the LCAP (for Student Achievement including budget)
<input type="checkbox"/>	3. Assistance in the development of the Charter's needs assessment
<input type="checkbox"/>	4. Assistance in the development or review of the Charter's language census
<input type="checkbox"/>	5. Assistance in the development of efforts to make parents aware of the importance of parent involvement
<input type="checkbox"/>	6. ELAC member training

English Learner Advisory Committee (ELAC) Meeting Sign in

Charter/Site:

DATE:

Please sign in:

<i>Position</i>	<i>Name / Nombre</i>	<i>Address or Email/ Coreo electronico</i>	<i>Telephone Teléfono</i>	<i>Students Name/ Nombre Del Estudiante</i>
ELAC Chairperson				
ELAC Vice- Chairperson				
ELAC Secretary				
Principal				
Teacher				
EL Parent				

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* Examples of positions: Principal, EL parent, teacher, community member etc.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Notice of Meeting

Location: _____

Date: _____

Time: _____

Contact Person: _____

Phone Number: _____

Anyone who is interested in the charter's English Learner Program is welcome to attend this meeting. We thank you for helping our charter improve the quality of services provided to our students. We look forward to seeing you at this meeting.

EXHIBIT G

CCSA ACCOUNTABILITY REPORT CARD

Select School:
Mission View Public (Santa Clarita)

School Contact Information

Mission View Public
20655 Soledad Canyon Rd., Ste. 12
Santa Clarita, CA 91351
(661) 272-1225
Primary Contact: Bill Toomey

CDS Code: 19651360114439
School Type: High School
Grades Served: K-12

School Renewal & Authorization

Charter Start Date: 8/1/2007
Charter Expiration Date: 6/30/2018
Authorizer: William S. Hart Union High
Number of Years Old: 8

General School Data (2012-13)

Number of Valid 2013 STAR Test Scores: 118	% African-American: 23.1%
% Free/Reduced Price Meal Eligible Students: 56.2%	% American Indian/AN: 1.9%
% English Language Learners: 11.0%	% Asian: 1.4%
% of Students with Disabilities: 10.2%	% Filipino: 0.7%
Average Parent Education: 2.5	% Latino/Hispanic: 43.6%
% of Parent Education Responses Received: 92%	% NH/Pacific Islander: 0.2%
	% White: 28.1%
% of Student Retention from October 2012 to 2013 STAR Testing: 50%	% Two or More Races: 0.0%

Note: The above data are publicly reported to the California Department of Education through the 2013 STAR Program student answer documents and CBEDS files. They are used for the calculation of schools' Similar Students Measure (SSM) - see page 2.

What's Inside This Report

Page 2: CCSA Accountability Framework

The CCSA Accountability Framework measures three elements of your school's performance: academic status (API score), growth over time (cumulative API growth over the past three years), and comparison to similar students populations (Similar Students Measure, or SSM).

- Schools are divided into 4 quadrants based on whether their API and cumulative growth scores place them above or below the statewide average - these are the status and growth metrics.
- Schools are also categorized into SSM Performance Bands based on whether they perform below, within range of, or above a predicted score based on student background - this is the comparison metric. (See more detail on the ? below)

Schools must meet at least one of the following CCSA minimum criteria for renewal (this framework only applies to schools that are 4 years and older, have at least 50 valid test-takers, and are not ASAM or alternative schools):

- API at or above the 27th percentile of all non-ASAM California schools (749)
- 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
- Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

- Second Look: For schools below the first three criteria, CCSA works with the school for a second look process. Schools may submit additional evidence of student academic gains that may demonstrate significantly higher levels of growth than what is seen at other schools.

*Note: The most recent data available is from 2012-13 because California suspended statewide testing in 2013-14 in order to facilitate the transition to the new Smarter Balanced testing system.

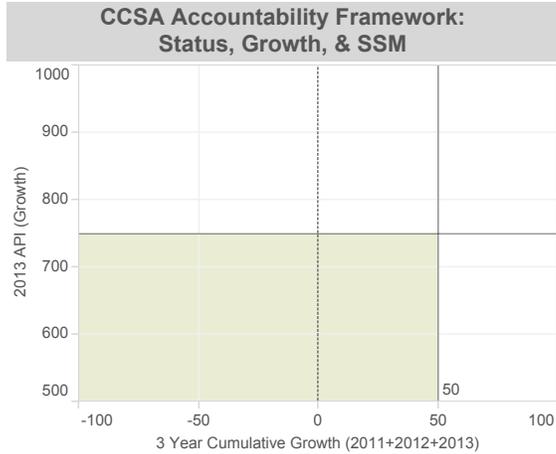
Summary of School Results

Meets CCSA Minimum Criteria for Renewal?
(Options: Above, Below, Not Applicable)

ABOVE OR BELOW MINIMUM CRITERIA? N/A (ASAM)



Created: 4/7/2017 12:20:55 PM



SSM Bands
 1 2 3 4 5 6 7
 - Far Below All Years
 - Below All Years
 - Below Most Years
 White: Within/Fluctuating
 Greens:
 - Above Most Years
 - Above All Years..

CCSA Minimum Criteria for Renewal

	<u>School Result</u>
2013 API (Growth):	729
3-Year Cumulative API Growth:	116
SSM Performance Band:	

ABOVE OR BELOW MINIMUM CRITERIA? N/A (ASAM)

My school is 8 years old.
 Minimum criteria only apply to schools 4 years and older.

Definition of CCSA Minimum Criteria for Renewal: Schools four years and older must meet at least one of the following in order to qualify for CCSA support at renewal:
 • API score at or above the 25th percentile for California schools
 • 3-year cumulative API growth greater than or equal to 50 points (2010-11 growth + 2011-12 growth + 2012-13 growth)
 • Similar Students Measure (SSM) band higher than "Below" at least two out of the last three years

Lines are set at the statewide median for all public schools (non-ASAM).
 Schools 4+ years old in the shaded region with an SSM Band of Below Most Years, Below All Years, or Far Below All Years do not meet CCSA Minimum...

More Detail: SSM Performance Band

Academic Year	Annual Result (Far Above, Above, Within, Below, or Far Below)
2010-2011:	
2011-2012:	Within Predicted
2012-2013:	

SSM Performance Band:

More Detail: 3-Year Cumulative API Growth

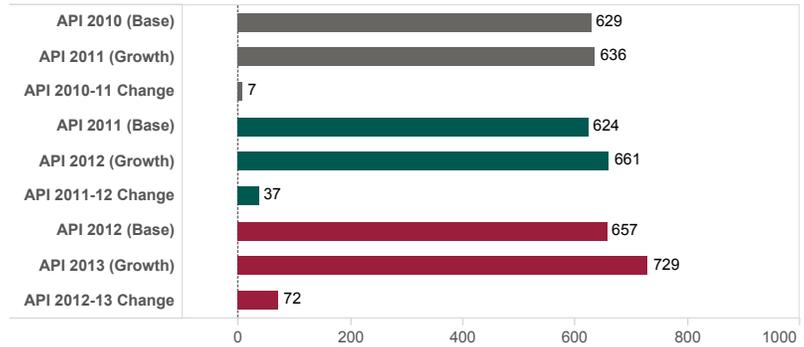


EXHIBIT H

JOB DESCRIPTIONS

JOB DESCRIPTION

POSITION/TITLE: PRINCIPAL, SECONDARY CHARTER SCHOOL

DEPARTMENT: EDUCATION

EXEMPT NON EXEMPT

REPORTS TO: CEO/PRESIDENT

PRIMARY FUNCTION

Serves as the instructional leader and chief administrator of a secondary school(s) and is responsible for the direction of the instructional program, and the overall management and operation of the school and related facilities including supervision of all certificated and classified employees assigned to serve in the school(s).

ESSENTIAL FUNCTIONS/ DUTIES

Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Provides leadership to all staff in promoting the vision and mission of the charter school.
- Provides guidance, supervision and assistance in instructional practices and curriculum development that is responsive to the academic and cultural needs of the student population, including English Language Learners and Special Education students.
- Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these.
- Supervises and evaluates the performance of all assigned certificated and classified personnel; provides counseling and assistance, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential
- Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, Charter School policy, and procedures, and the school's student responsibility code.
- Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements a "Safe School Plan"; complies with mandated child abuse reporting procedures.
- Provides effective professional development and training for all stakeholders to improve student achievement and build capacity of teachers to improve teaching services to students
- Collaborates with management staff to properly staff the school.
- Monitors student assignments and teacher caseloads according to school policies
- Carries out a program of community outreach and parent support as a means of communicating and strengthening the school program
- Collaborates with operations staff to monitor compliance with attendance procedures, and audits.
- Plans, organizes, and conducts school extra-curricular activities and events.
- Ensures adherence to federal and state laws, reporting requirements and maintenance of school plans
- Makes periodic appraisals of pupil progress and directs reports to parents
- Plans, coordinates and reviews the work of Leadership Team
- Serves as assigned on committees
- Performs other duties as assigned

JOB DESCRIPTION

POSITION/TITLE: PRINCIPAL, SECONDARY CHARTER SCHOOL

QUALIFICATIONS

Education

Required

- Possesses a valid California Administrative Credential
- Master's Degree or advanced study in the field of education, including the areas of administration, supervision, and curriculum development from an accredited college or university.

Experience

Required

- At least three years of successful experience in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
- At least three years teaching experience at secondary level

Desirable

- CLAD certification and/or second language ability
- Knowledge of alternative educational programs, including independent study
- Knowledge of curriculum, including highly developed competencies in at least one content area
- Knowledge of on-line/virtual learning platforms
- Ability to use technology; software applications for data collection and analysis

PHYSICAL REQUIREMENTS:

- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Vision which allows accurate observation from a distance
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to perform non-violent crisis intervention procedures
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods
- Able to climb slopes, stairs, steps, ramps and ladders
- Able to lift up to 25 pounds
- Able to carry up to 25 pounds
- Able to exhibit full range of motion for shoulder, elbow, back, hip and knee flexion
- Able to operate office machines and equipment in a safe and effective manner
- Able to demonstrate manual dexterity necessary to operate calculator, typewriter, and/or computer keyboard at the required speed and accuracy

Additional:

Travel is required.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: ASSISTANT PRINCIPAL (Site Administrator)

DEPARTMENT: EDUCATION

EXEMPT NON EXEMPT

REPORTS TO: PRINCIPAL

POSITION SUMMARY: Under the direction of the Principal, the Assistant Principal assists the principal in performing management and instructional duties required by law, and by the rules of the Board of Education; may act as administrative head of the school in the absence of the Principal. This position shares in site supervision responsibilities and implementation of school programs, policies and procedures in accordance with educational mandates and school service standards.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Provide educational *leadership* by: (1) build the capacity of teachers to improve teaching and services to students; (2) supervise instruction and instructional activities including the use of data to implement improvements in teaching and learning; (3) assist in formulating, interpreting, and implementing the school's administrative policies; (4) develop and improve instructional programs and student services, staff development, community affairs and facilities.
- Assist in the supervision of personnel and students, programs and instructional policies; recommends changes as needed.
- Assist in developing a plan and implement strategies for school improvement; including addressing student withdrawals and increased student retention.
- Coordinate all testing programs at the school site; assist Site Test Coordinators along with the Lead Teacher.
- Monitor the company's Compliance Program procedures, rules, and regulations; collaborate with Student Services Personnel.
- Assist with monitoring of plans and processes to ensure teacher adherence to the school's compliance program and student attendance.
- Learn and use online/virtual learning platforms for creating student records/assignments, and providing instruction.
- Develop and implement appropriate disciplinary measures including expulsionary processes.
- Assist with student activities and safety measures.
- Provide resources and assist teachers in delivering curriculum.
- Assist with staff selection, evaluation, and professional development .
- Present information about the school to parents, students, and groups.
- Develop and facilitate staff and professional meetings, professional development, and other trainings working through the Principal and Senior Management.
- Maintain high level of visibility/availability to personnel and students.
- Provide reports and updates to management.
- Substitute Teaching when necessary; maintain a student roster as requested.
- Co-Coordinate WASC and SPSA processes with the Learning Center Coordinator.
- Assists in facilitating 'At-Risk' formal interventions (ADA Section 504, IDEA, etc.) and works with Special Education and ELL.
- Adhere to company's employment, personnel, fiscal policies and procedures.
- Adhere to attendance policies.
- May carry a minimum of 10 students on a case load as prescribed.
- Perform other duties and projects as assigned.

POSITION/TITLE: ASSISTANT PRINCIPAL (Site Administrator)

EDUCATION/EXPERIENCE REQUIRED:

- Valid California Single Subject Teaching Credential.
- Valid California Administrative Services Credential.
- Minimum of 5 years successful teaching experience.
- Minimum of 3 years demonstrated instructional leadership experience.
- Master's Degree from an accredited college or university.
- Proficiency in Microsoft Office (MS Word, Excel, and Email) and student information database systems (School Pathways, Zoom Data).

SUPERVISORY RESPONSIBILITIES (IF APPLICABLE);

Engage with the Principal and Director of Education to supervise education personnel and Student Services personnel. Certificated and classified personnel as assigned. Evaluative capacities. Performs all job duties and requests with a high standard of confidentiality and a high regard of employee matters with sensitivity. Exercise tact and diplomacy.

PHYSICAL REQUIREMENTS:

Physical Activities and requirements of this position:

- Finger Dexterity; using primarily just the finger to make small movements such as typing, using calculator, picking up small objects, or pinching fingers together. In addition, must be able to handle a high volume of paperwork, which will involve filing, faxing, and making copies, etc.
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Visual Abilities; good acuity necessary to constantly view the computer monitor, prepare or inspect documents or operate office machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent travel required for meetings and other job-related duties.
- Frequent multi-tasking, changing of task priorities, and tedious, exacting work required.
- Working in a noisy, distracting environment with frequent deadline pressures.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: LEARNING CENTER COORDINATOR

DEPARTMENT: EDUCATION

[X] EXEMPT **[] NON EXEMPT**

REPORTS TO: PRINCIPAL

POSITION SUMMARY: The Learning Center Coordinator serves as an Administrator in charge of school in the absence of the Principal or Assistant Principal and collaborates with all staff to ensure effective design, delivery and maintenance of school programs.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification:

- Support leadership of the staff in assessing learning center needs and determining objectives as the basis for developing long- and short-range plans for the school or assignment;
- Plan, coordinate, and evaluate the on-site program of student support and enrichment services;
- Assist in supervision of all assigned personnel and help identify, provide, assign and coordinate in-service growth opportunities for personnel within the school;
- Carry out a program of communications and community relations and will collaborate with operations personnel to ensure safety and success of pupils and school programs;
- Assist with adherence to federal and state laws and requirements and district policies;
- Collaborates in the administration of state mandated testing. Supervises the administration of assessments;
- Serve on committees and perform other duties as assigned;
- Plans and develops after-school curriculum to meet individual needs of participating students through collaboration with principal and classroom teachers;
- Reviews individualized student needs and progress. Provides supervision and leadership to all center staff, including volunteers (i.e. community and YMCA) for the development and coordination of all programs;
- Coordinates the use of volunteers for various center activities;
- Attends Parent/Teacher Conferences on a needed basis;
- Schedules and coordinates training of all Personnel, tutors, and volunteers with the Assistant Principal;
- Utilizes a variety of means to publicize the activities and benefits of the center to the school and local community;
- Attends informational and networking meetings with the other community stakeholders;
- Coordinates data collection and record keeping for evaluation and ongoing planning purposes;
- Monitor to the company's Compliance Program: procedures, Rules, and Regulations; collaborate with Student Services Personnel;

- Substitute teaching when necessary; maintain a student roster as needed;
- May carry a minimum of ten (10) students in a caseload;
- Provides ongoing communication about the activities of the center to the school's Principal, Staff and students;
- Co-Coordinate WASC and SPSA processes with the AP;
- Co-Coordinate the SST (Student success Team) Process with the Lead Teacher;
- Assists in facilitating 'At-Risk' formal interventions (ADA Section 504, IDEA, etc.) and works with Special Education and ELL;
- Perform other duties and projects as assigned.

EMPLOYEE ELIGIBILITY:

Employee must have worked a minimum of 6 months with the company and be in good standing. Current employees are to obtain Supervisor authorization to apply.

EDUCATION/EXPERIENCE REQUIRED:

- Bachelor's Degree required; Master's desirable and study in the field of education, including the areas of administration, supervision, and curriculum development.
- Valid Single Subject Teaching Credential with five (5) years paid teaching experience
- Completed the required Tier One Training for the Administrative Services Credential
- 2 Years' experience in leadership position or other equivalent educational supervisory experience
- Ability to travel in performance of duties or meetings. Driving Record check. Valid Driver License and auto insurance is required.

Desired Qualifications:

- Previous teaching work experience (five years)
- Knowledge of and commitment to contemporary management and instructional techniques
- Knowledge of curriculum, including highly developed competencies in at least one content area

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities

JOB DESCRIPTION

POSITION/TITLE: English Language Development Director

DEPARTMENT: Education

[X] EXEMPT **[] NON EXEMPT**

REPORTS TO: Vice President of Student Services

POSITION SUMMARY:

The role of the English Language Development Director is to provide program oversight. This position will provide leadership for the organization in developing, implementing and managing a strong and effective English Language Development program. This position will support academic achievement and language development proficiency for English Language Learners, as well as maintain compliance with LCAP goals.

RESPONSIBILITIES/DUTIES:

- Coordinate ELL services
- Assist with coordinating and administering state mandated and ELL identification assessments
- Coordinate assessments for re-designation
- Monitor R-FEP (formerly limited English proficient) students
- Monitor academic and language proficiency growth of all ELL students
- Keep ELL records in compliance with CDE regulations
- Coordinate and deliver ELL PD for general education teachers
- Support ELL teacher(s) with curriculum development, instruction and assessment
- Collaborate with teachers and share best practices to ensure high quality sheltered content instruction is provided
- Prepares reports for Administration
- Support the development of a balanced literacy program for the organization supporting students in the area of reading, writing, speaking, and listening.
- Assists administrators and teachers in identifying appropriate literacy materials for all students.
- Provides leadership, coordination, and innovation in English Language Arts/English Language Development Common Core curriculum and instruction.
- Provide leadership in the development and implementation of the instructional program for Limited English Proficient students in grades K-12.
- Participate in the recruitment, selection, assignment and orientation of all personnel involved in the instructional services to Limited English Proficient students.
- Act in an advisory capacity to all teaching staff and administrative personnel in the interpretation of federal and state guidelines concerning programs for English Learners.
- Research curricula, methods and materials in assessing and improving literacy/bi-literate education and strategies and pedagogy to strengthen academic achievement.
- Participate in the selection and purchasing materials for English Language Acquisition and English Language Development.

- Stay current with research and legislation pertaining to literacy/bi-literate issues.
- Other duties as assigned.

MINIMUM QUALIFICATIONS:

- Master's Degree in Education or related field
- BCLAD, CLAD, or English Language Authorization
- California Teaching Credential: General Elementary, Standard Elementary, Multiple Subject or other appropriate California Credential
- Three (3) years of English as a Second Language (ESL) experience OR equivalent combination of education and experience.

DESIRED QUALIFICATIONS:

- Fluency in Spanish desired/preferred
- History of coordinating or directing ELD services desire/preferred

KNOWLEDGE OF:

- Current curriculum and instructional issues and programs for English Learners and literacy development skills
- Reading and literacy development
- Multicultural, multiethnic, and cultural issues as they pertain to Hispanic and illiterate populations, as well as Standard English Learners, English Learners, generational poverty, and immigration.
- LCAP
- Appropriate intervention programs to address the barriers of student academic achievement

ABILITY TO:

- Communicate effectively, both orally and in writing
- Direct and coordinate academic achievement remedies for targeted populations
- Provide leadership and direction to others involving curriculum and instructional issues pertaining to ELA/Literacy development and English Learners
- Make independent judgments
- Make oral presentations to convey information to large groups of educators and staff
- Meet deadlines and maintain accurate records
- Travel is required in performance of duties.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: PROGRAM SPECIALIST
DEPARTMENT: ENGLISH LANGUAGE DEVELOPMENT DEPARTMENT
[X] EXEMPT [] NON EXEMPT
REPORTS TO: DIRECTOR OF ENGLISH LANGUAGE DEVELOPMENT

POSITION SUMMARY:

The Program Specialist assists in English Language Development (ELD) professional development, compliance and monitoring of English Language Learner (ELL) students. This position serves as a knowledgeable professional in the ELD program planning and implementation processes, observes, assists and consults with site Administrators, teachers and tutors in the implementation of ELD program. This position will assist in keeping the ELD Department consistent with organizational goals.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Responsible to meet California Teaching Standards/HQT/CLAD/NCLB compliance
- Plan programs, coordinate curricular resources and evaluate effectiveness of programs for ELL
- Provides assistance to teaching staff in planning, organizing and coordinating staff functions, facilities, and materials
- Assist site level administrators and/or the ELD Director in supporting, training, and coaching certificated personnel
- Develop and/or coordinate effective and inclusive practices in instruction
- Assist in the planning, development, and implementation of program evaluation
- Develop data collection systems, monitors data collection and provides programmatic recommendations based upon results
- Participate and assist in the coordination, planning and development of course content and assessments
- Assist in the creation of curriculum maps in accordance to the school(s) Independent Study instructional design setting
- Assist in training teachers and tutors with the implementation of curriculum and instructional strategies
- Assist in the implementation, training and administration of state mandated assessments for English Learners (CELDT)
- Develop and participate in creating events, workshops and committees for parent involvement
- Participate in school ELD Department staff development, program development, and innovation of methods and approaches
- Work with County Office of Education, attend County Office of Education ELD meetings, and share information with the ELD department
- Manage special projects such as curriculum development
- Perform other related duties as assigned
- Works on ELD projects under the direction of the ELD Director

JOB DESCRIPTION

POSITION/TITLE: PROGRAM SPECIALIST

Minimum Qualifications:

- Bachelor Degree
- Valid California Single Subject Teaching Credential
- EL authorization
- 3 years Teaching experience
- 1 year experience working with English Language Learners
- Proficient in MS Office (Word, Excel)
- Proficient in ELL/ELD Programs
- Proficient in Student Information System software

Desirable Qualifications:

- Bilingual in Spanish preferred
- 5 year experience working with English Language Learners
- Experience with charter schools and independent study settings preferred
- Currently working toward or holds a valid administrative Services Credential
- Experience in collecting and analyzing data
- Experience in curriculum development
- Experience in creating and delivering professional development

TRAVEL: Ability to travel is required in performance of job duties.

PHYSICAL REQUIREMENTS:

- Mental Demands: Data analysis, high workflow management, high project coordination.
- Finger Dexterity; using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together.
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Average Visual Abilities; ordinary acuity necessary to prepare or inspect documents or operate machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent multi-tasking, changing of task priorities, repetitious exacting work required.
- Working in a noisy, distracting environment with frequent deadline pressures.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

Job Description

POSITION/TITLE: ENGLISH LANGUAGE LEARNER PROGRAM LEAD

DEPARTMENT: STUDENT SERVICES

EXEMPT **NON EXEMPT**

REPORTS TO: VICE PRESIDENT OF STUDENT SERVICES OR DESIGNEE

POSITION SUMMARY:

The ELL Program Lead has a primary responsibility to support the planning, quality and execution of the ELL compliance program. This position has responsibility for information management, student tracking and analysis and will engage with multiple stakeholders, including students, staff, management, and school district representatives.

RESPONSIBILITIES/DUTIES: Note, this list is illustrative only and is not intended to be a comprehensive list of tasks performed by this classification.

- Monitor and ensure overall quality control to the organization's ELL compliance program; provide feedback and recommendations for enhancement/improvement to senior management.
- Evaluate, track and report student data tracking information schools within designated region.
- Train and support ELL staff personnel.
- Assist Student Services Department leadership in evaluating ELL enrollment data.
- Implement processes to ensure high quality control and delivery of high customer service standards.
- Collaborate with staff on developing and updating company materials.
- Assists in resolving issues that may arise.
- Track and monitor staffing needs.
- Keep abreast of state education mandates to ensure the ELL compliance program and services are kept to the satisfaction of the student, company and/or regulatory agencies compliance policies and procedures.
- Attend meetings and trainings.
- Perform other duties and responsibilities as assigned.
- Adhere to the company's employment, personnel, and fiscal policies and procedures.
- Adhere to attendance policies.

Travel: Ability to travel up to 40% in performance of job duties.

JOB DESCRIPTION

POSITION/TITLE: ENGLISH LANGUAGE LEARNER PROGRAM LEAD

SUPERVISORY RESPONSIBILITIES:

Support and train ELL Clerk personnel.

SPECIFIC KNOWLEDGE, SKILLS, LICENSES, CERTIFICATONS, ETC:

- Knowledge of EL federal and state educational mandates and regulations
- Knowledge of quality control techniques, processes and implementation
- Highly organized with the ability for task execution at a detailed level
- Very competent in using technology and be able to quickly learn new software applications
- Excellent time management and project management skills
- Keen interpersonal skills
- Excellent written and verbal communication

EMPLOYEE ELIGIBILITY:

- Employed within the organization for a minimum of 2 years
- Current and proficient experience in ELL Compliance and reporting

MINIMUM QUALIFIATIONS:

- Bachelor degree preferred or equivalent 2 years work experience in a public school environment
- Proficient in student information database systems including Personalized Learning System
- Proficient in MS Office (Word, Excel, Outlook)

PHYSICAL REQUIREMENTS:

- Mental demands: Ability to process a large volume of paperwork and data
- Finger dexterity: Using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together
- Talking: Especially where one must convey detailed or important instructions or ideas accurately, loudly and quickly
- Average hearing: Able to hear average or normal conversations and receive ordinary information
- Average visual abilities: Ordinary acuity necessary to prepare or inspect documents or operate machinery
- Physical strength: Ability to lift up to 15 pounds
- Noise level: Usually moderate

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: DIRECTOR OF INSTRUCTION

DEPARTMENT: EDUCATION

[X] EXEMPT [] NON EXEMPT

REPORTS TO: SR. VICE PRESIDENT OF ADMINISTRATIVE SERVICES

POSITION SUMMARY:

This position provides leadership to Learn4life's instructional design. The Director of Instruction requires the ability to analyze, develop and offer solutions to instructional programs, curriculum & instruction and professional development. The incumbent frequently meets with teachers, support and administrative personnel, students, parents and others to influence, motivate and monitor critical instructional objectives for the organization.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Provide guidance and direction in assessing, identifying, formulating and implementing Learn4life's instructional program goals and objectives.
- Plan, organize and direct research and development activities targeting current and future instructional programs.
- Advise the Educational Services Department regarding the various aspects of building instructional capacity, professional development and administrator training.
- Plan, organize and direct Learn4life curriculum development, instructional design and the strategies and techniques for achieving optimal educational and instructional program fidelity.
- Direct the alignment of Learn4life curriculum, including State and Common Core standards, curricular objectives, instructional texts and materials, and assessments.
- Conduct the evaluation and revision of Learn4life curriculum.
- Oversee curriculum implementation at all of Learn4life centers.
- Collaborate with Education Division staff in the development of a comprehensive professional development program and personnel recruitment.
- Respond to a variety of complaints, questions and requests for information about Learn4life's instructional programs and procedures.
- Perform a variety of personnel functions (e.g. interviewing, hiring, evaluating, training, staffing, scheduling, supervising, etc) for classified and certificated staff.
- Adherence to California Administrator Standards.
- Provide statistical and project/program progress reports
- Perform other duties as assigned.

JOB DESCRIPTION

POSITION/TITLE: DIRECTOR OF INSTRUCTION

SPECIFIC KNOWLEDGE, SKILLS, LICENSES, CERTIFICATIONS, ETC:

- Knowledge of California State Content Standards and Common Core
- Knowledge of practices and techniques that promote increased student learning outcomes
- Excellent oral and communication skills
- Ability to establish and maintain cooperative and collaborative working relationships with a variety of staff and other professionals
- Skill in conflict resolution

MINIMUM QUALIFICATIONS:

- Valid California teaching credential; English Learner Authorization
- Valid California Administrative Services Credential;
- Master Degree preferred
- Minimum of five years teaching experience
- Three years of site or program leadership
- Proficient in MS Office (Word, Excel, PowerPoint, Outlook)
- Proficient in educational instruction software applications
- Proficient in student database software applications
- Experience in data management tools; ability to use technology software applications for data collection and analysis
- Open to change and willing to be involved in the change process

TRAVEL: Ability to travel in performance of job duties is required. Valid Driver License and auto insurance required.

PHYSICAL REQUIREMENTS:

- Mental Demands: Ability to process large volume of data and requests.
- Finger Dexterity; using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together.
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Average Visual Abilities; ordinary acuity necessary to prepare or inspect documents or operate machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent multi-tasking, changing of task priorities, repetitious exacting work required.
- Working in a noisy, distracting environment with frequent deadline pressures.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: Regional Instructional Specialist (Professional Development)

DEPARTMENT: Education

[X] EXEMPT [] NON EXEMPT

REPORTS TO: Regional Vice President or Designee

POSITION SUMMARY:

The Regional Instructional Specialist (Professional Development) supports student achievement through the implementation of an Organization-wide, comprehensive teacher training and development program. Primary responsibilities include: developing new and existing training modules for teachers, facilitating various trainings and staff development workshops, monitoring participation and completion of trainings, and providing ongoing coaching support to teachers.

RESPONSIBILITIES/DUTIES:

- Conduct New Teacher Trainings for all incoming teachers.
- Coach and provide mentorship to new and existing teachers for the purpose of developing effective teacher-leaders within the schools, achieving professional goals, and providing support to fulfill job duties and responsibilities at a high level of performance.
- Monitor and track employees who are trained, including outcomes and responses.
- Develop and maintain new and existing training modules.
- Create and establish staff development workshops for teaching staff.
- Create and establish various support materials for trainings and presentations.
- Create and maintain up-to-date training manuals and materials.
- Present various training modules and professional development workshops using multiple modes of delivery (webinars, videos, live presentations, etc.).
- Collaborate with Regional VP and Administrative teams to support training and staff development needs including, but not limited to assessment, research, material development, presenting, and training.
- Maintain an organized calendar of regional and site professional development, trainings, and coach support.
- Work collaboratively with individuals within and outside department for purposes of research, development, presentation, and accountability.
- Work collaboratively with Education and Compliance Departments to ensure consistent information is being presented to staff.
- Create and conduct various assessment tools to evaluate the effectiveness of trainings and workshops. Use results to continuously improve upon practices.
- Attend trainings and conferences that will support position.
- Stay current on best practices in education through research and trainings.
- Perform other duties as assigned.

JOB DESCRIPTION

POSITION/TITLE: Regional Instructional Specialist (Professional Development)

MINIMUM QUALIFICATIONS:

- Bachelor's Degree in Education or related field
- Valid California Teaching Credential
- Minimum of 3 years teaching experience- PREFERRED
- Minimum of 6 months experience as teacher or working in an administrative capacity within Organization- PREFERRED
- Minimum of 6 months in a leadership role (Lead teacher, Department Chair, Learning Center Coordinator, Assistant Principal, Principal)- PREFERRED

KNOWLEDGE OF:

- Demonstrate knowledge of research-based instructional strategies that engage adult learners.
- Demonstrate knowledge of effective training and development techniques and strategies.
- Demonstrate knowledge of current trends in education.
- Demonstrate knowledge of technology to effectively prepare and deliver trainings (Word, PowerPoint, calendar, e-mail, etc.).

ABILITY TO:

- Communicate effectively, verbally and in writing.
- Ensure the transference of training content and meaning in a way that supports regional, organizational, and individual teacher goals.
- Establish an engaging and professional learning environment.
- Work as a team player with colleagues, administrators, and other department staff members.
- Maintain diplomacy when working with others to solve conflicts.
- Work independently and efficiently, exercising reasonable judgment, in a flexible environment with minimal supervision, and with broad directives.
- Strong organizational skills and attention to detail.
- Meet deadlines and maintain accurate records.
- Travel is required in performance of duties.

PHYSICAL ABILITIES:

- Ability to meet California Standards of physical and mental health
- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines.
- Able to conduct verbal conversation.
- Able to hear normal range verbal conversation (approximately 60 decibels).
- Able to sit, stand, stoop, kneel, bend and walk. Sedentary work.
- *Able to lift, carry, push, pull objects weighing up to 15 pounds frequently, and 15 pounds occasionally.*
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: Special Education Teacher

DEPARTMENT: Education

EXEMPT NON EXEMPT

REPORTS TO: Principal

POSITION SUMMARY:

Teach in a personalized instructional environment, work with students and/or parents to determine and evaluate the student's academic plan, manage and provide services according to the student's IEP.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Plan, organize and implement daily lessons in accordance with the approved curriculum
- Conduct pre and post-testing using standardized tests for each student
- As a part of a team, write and implement goals as outlined in each student's IEP
- Responsible to manage a student's behavior
- Demonstrate competency in all subject areas
- Participate in the identification of students with possible disabilities post intervention phase
- Provide direct student instruction
- Provide academic assessments
- Schedule and chair IEP meetings including 30 day review IEP meetings for all students
- Meet special education timeline requirements as specified by education code
- Collaborate with general education teachers
- Work with Special Education Program Specialists and school support staff to support student instruction
- Participate in authorized school district trainings, school events, and meetings
- Maintain documentation of communications with students, families, and other services providers.
- Maintain documentation of daily activities.
- Complete reports and forms as required
- Travel to other school sites to render Special Education teaching services
- Perform other duties and responsibilities as assigned.

JOB DESCRIPTION

POSITION/TITLE: SPECIAL EDUCATION TEACHER

SPECIFIC KNOWLEDGE, SKILLS, LICENSES, CERTIFICATIONS, ETC:

- Knowledge of-Special Education Program guidelines
- Excellent reading and writing Skills
- Organizational skills
- Ability to meet required Program deadlines
- Ability to work with a diverse student population
- Ability to work in a team environment

MINIMUM QUALIFICATIONS:

- Valid California Education Specialist Instruction Credential (Mild-Moderate) or (Moderate-Severe)
- English Language and Autism Authorizations
- Prior experience working with exceptional learners strongly recommended
- Teaching experience preferred
- Proficient in Microsoft Office, Excel, Word, Power Point and Access, in addition to a variety of Educational software programs.
- General Office skills

PHYSICAL REQUIREMENTS:

- Mental Demands: Ability to work with diverse student populations. Ability to prioritize workload to meet deadlines.
- Finger Dexterity; using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together.
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Average Visual Abilities; ordinary acuity necessary to prepare or inspect documents or operate machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Occasionally working in a noisy, distracting environment with some deadline pressures.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: Lead Teacher (including Home Study Program)

DEPARTMENT: Education

EXEMPT NON EXEMPT

REPORTS TO: Principal

POSITION SUMMARY:

- Lead Teacher duties are to be performed as additional duties beyond primary Teacher duties. Work hours will exceed a customary 40 hour work week.
- Attend leadership team meetings as scheduled;
- Participate in departmental meetings as directed;
- Respond promptly to administration and staff requests and calls ;
- Submit regular updates & reports to administration;
- Maintain strong communication with staff and families as appropriate;
- Fulfill position duties as assigned;
- Contribute to efforts aimed at team building and creating a positive school climate;
- Collaborate and share resources with other DSCC Schools and Programs.
- Assorted duties as assigned by the site supervisor, Learning Center Coordinator, Assistant Principal, or Principal.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification. Lead Teachers will specialize in one or more of the following areas but will be expected to contribute across areas as needed.

Teacher Support

- Lead New Teacher Training:
 - Serve as main point of contact for new teachers; including Teachers participating in BTSA and induction programs.
 - Serve as partner to new teachers and ensure they have designated ongoing mentor teacher;
- Provides support to all teachers in the following areas: curriculum, instructional strategies, Response to Intervention and Academic Plans;
- Assist teachers with systems: Report Writer, Scantron, Renaissance, DriversEd.com;
- Coordinate Student Study Team;
- Assist and train teachers and tutors on the use of required and supplemental technology as needed in the delivery of instruction.

Parent Support and Events

- Coordinates events such as Open House, Back to School, Science Fairs, Parent Meet Ups, etc.;
- Assist in development of community awareness and partnerships;
- Assist in development, coordination and implementation of Parent Workshops;
- Coordinate and create monthly parent newsletter;
- Coordinate field trip planning;
- Assist in creation and approval of flyers for events;

JOB DESCRIPTION

POSITION/TITLE: Lead Teacher

Testing

- Assists with State Standardized Testing (CAHSEE, CST):
 - Organize program of state test preparation for teachers, parents and students;
 - Ensure required training for teachers/proctors;
 - Coordinate with district office test coordinator;
 - Facilitate ordering, distribution and collection of testing materials.

- Monitor and Support Benchmark Assessments:
 - Facilitate implementations of periodic assessments;
 - Support teachers in score interpretation and targeted interventions.

Curriculum

- Participate in Curriculum Development and Improvement Efforts:
 - Attend curriculum council and committee meetings;
 - Participate in development of new courses;
 - Provide evaluation of textbooks and supplemental materials;
 - Evaluate new courses for effectiveness;
 - Participate in development of curricular assessments and periodic assessments;
 - Use data to inform instructional strategies and courses that target intervention.

SPECIFIC KNOWLEDGE, SKILLS, LICENSES, CERTIFICATIONS, ETC:

- CA credentialed teacher - Single subject or multiple subject (for AVLA)

EDUCATION/EXPERIENCE DESIRED:

- Concurrent employment as teacher in same school

SUPERVISORY RESPONSIBILITIES (IF APPLICABLE)

N/A

PHYSICAL REQUIREMENTS:

- Same as primary position requirements
- Travel is required in the performance of official duties.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management’s right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: Teacher

DEPARTMENT: Education

[X] EXEMPT

REPORTS TO: Principal and Assistant Principal

POSITION SUMMARY:

The Teacher Position will plan, organize and implement an appropriate personalized instructional program in a learning environment that guides, supports, and encourages students to develop and fulfill their academic potential, completion of diploma requirements and post-secondary transition plan. This Position will collaborate with other Instructional Staff and school personnel.

RESPONSIBILITIES/DUTIES:

- Develop, review and regularly update personalized academic plans based on students' transcripts, assessment data, career pathway planning (CTE), post-secondary goals, and progress towards those goals
- Create and maintain an effective learning environment for by modeling positive and respectful behavior, upholding and supporting high academic expectations, and maintaining positive and professional relationships with colleagues, students and parents
- Meet with students at their scheduled appointment dates and times
- Conduct effective student appointments; preparing for and delivering instruction, engaging students in goal-setting, monitoring of progress and preparation for completion of graduation requirements
- Assign appropriate courses of study
- Refer students to core subject area teachers when necessary
- Establish and communicate learning objectives and content standards to be assessed
- Plan, prepare for and deliver instructional activities to facilitate learning experiences
- Provide a variety of learning materials and resources to support independent learning
- Identify and implement instructional strategies and resources to meet students' varying needs
- Engage students in academic conversations that elicit critical thinking, creativity, collaboration and communication
- Connect instruction to real-world experiences and students' post-secondary goals
- Regularly check for understanding and provide clarifying and/or enrichment information
- Carefully observe, review and evaluate student homework and tests to assess and monitor progress
- Grade course homework, projects, and tests
- Provide students with meaningful feedback to enhance learning and improve achievement
- Encourage and monitor the progress of individual students
- Instruct and monitor student progress in the use of online learning materials and technology
- Provide appropriate accommodations, modifications and interventions for English Learners, students with 504 Plans, and Special Education students
- Model and guide students to develop strategies that foster independent learning skills such as, goal-setting, time management, and accessing/utilizing resources
- Use relevant technology to support instruction
- Administer diagnostic assessments according to guidelines set forth by the Organization and site
- Regularly communicate necessary information to students, colleagues, and parents regarding student progress and student needs

JOB DESCRIPTION

POSITION/TITLE: Teacher

- Refer students to support structures; tutors, intervention programs, labs, counselors, and other “wrap around” services as appropriate
- Manage student behavior in the Resource Center by enforcing rules and disciplinary systems of the Center
- Prepare for and facilitate positive parent conferences
- Keep updated with developments in subject area curriculum, teaching resources and methods
- Maintain accurate and complete records of student progress and development
- Monitor credit completion rates of students
- Monitor student attendance
- Claim and report daily attendance
- Keep student work folders neat and organized
- Close out student folders in accordance to Organization/Charter procedures and guidelines
- Generate report cards in accordance to Organization/Charter procedures and guidelines
- Document and review student notes and parent/student contacts in Contact Manager
- Update all necessary records accurately and timely as required by law, Organizational policies, school regulations, and independent auditors
- Collaborate with colleagues to improve teaching practices through professional learning communities, student study teams, department meetings, and student retention meetings
- Participate in Professional Development opportunities as needed
- Follow established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
- Attend all required meetings and graduation ceremonies
- Perform other duties as assigned

KNOWLEDGE, SKILLS, AND ABILITIES:

- Thorough knowledge of California Teaching Standards
- Knowledge of educational trends, research, and technology to support learning
- Knowledge of research-based instructional strategies necessary for effective instruction of all student populations, including students at-risk of academic failure
- Ability to differentiate instruction to meet diverse student learning needs
- Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups
- Ability to communicate effectively including giving clear and concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement
- Ability to compose and comprehend written communication
- Ability to make independent judgements
- Ability to meet deadlines and maintain accurate records
- Commitment to the education of all students
- Planning and organizational skills

MINIMUM QUALIFICATIONS:

- Valid California Single Subject or Multiple Subject in area of specialization or intern eligible
- Bachelor’s degree with major or minor in designated subject, including all courses needed to meet credential requirements
- Successful passing of the California Basic Skills Exam
- Enrollment in a State approved teacher’s preparation program and student teaching
- Proficient in MS Word, Email

PHYSICAL ABILITIES:

- Ability to meet California Standards of physical and mental health
- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines.
- Able to conduct verbal conversation.
- Able to hear normal range verbal conversation (approximately 60 decibels).
- Able to sit, stand, stoop, kneel, bend and walk. Sedentary work.
- *Able to lift, carry, push, pull objects weighing up to 15 pounds frequently, and 25 pounds occasionally.*
- Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

Note: Nothing in this job description restricts management’s right to assign or reassign duties and responsibilities.

JOB DESCRIPTION

POSITION/TITLE: SCHOOL COUNSELOR

DEPARTMENT: EDUCATION

(X) EXEMPT

REPORTS TO: PRINCIPAL OR PRINCIPAL'S DESIGNEE, COORDINATOR OF SCHOOL COUNSELING

POSITION SUMMARY:

Following the American School Counselor Association (ASCA) National Model, the School Counselor will address the needs of all students by facilitating their academic, personal/social, and career development as well as helping create a positive and safe learning experience. At the same time, the School Counselor will assist students as they face issues and resolve problems that prevent their healthy development. The School Counseling support is delivered through the following components: Guidance Curriculum, Individual Planning, Responsive Services, Referral, Consultation, and Collaboration.

The School Counselor's primary role is to support students with any barriers hindering their progress as they work towards completing their high school diploma.

The School Counselor will collaborate and consult with teachers and other school personnel in providing them with strategies, support, and resources that will contribute to the student's success.

RESPONSIBILITIES/DUTIES: Note, this list is illustrative only and is not intended to be a comprehensive list of tasks performed by this classification.

Personal/Social Domain

- Provide counseling and mentoring for students struggling with social and emotional problems
- Work with school personnel and community agencies to provide support services to behaviors that interfere with school success
- Reinforce executive functioning skills, such as but not limited to communication and social skills, problem solving, anger management, self-regulation, optimism, and resilience
- Enhance understanding and acceptance of diverse cultures and backgrounds
- Provide referrals to community support services
- Cultivate relationships with community organizations
- Respond to crises by providing direct services and coordination with appropriate community services
- Record progress and information in the student information database

JOB DESCRIPTION

POSITION/TITLE: SCHOOL COUNSELOR

Academic Domain

- Support student skills, attitudes, and knowledge that contribute to effective learning
- Assist students in developing strategies to achieve success in school
- Assist students in understanding the relationship of academics to careers, life at home, and in the community
- Design and implement interventions that support student success
- As part of a multidisciplinary team, review eligibility for special education services

College & Career Domain

- Encourage all students to engage in life-long learning and develop career paths
- Provide the foundation for the acquisition of skills, attitudes, and knowledge that empowers students to make a successful transition from school to career
- Provide a comprehensive plan of career awareness, exploration, and preparation
- Support postsecondary opportunities through presentations and special events (e.g. guest speakers, college fairs, college trips)
- Assist students in navigating the college search and application process
- Facilitate college admission and financial aid workshops for students and parents
- Assist with testing processes and information pertinent to college (e.g. PSAT, SAT, ACT, etc.)
- Develop and maintain relationships with local colleagues and employment programs
- Record progress and information in the student information database

Student Retention

- Integrate Personalized Learning strategies in student and staff interactions to improve students' educational experience.
- Support the use of Successful Learning in helping students and teachers build positive relationships
- Understand Learning Styles and the implications of each learning style in relation to students' educational experience.
- Apply knowledge of various counseling techniques to improve and support student retention

Counseling Program and School-Wide Collaboration

- Implement school-wide programs that help maintain positive school climates
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Participate in staff meetings, professional development, graduation, and school activities

JOB DESCRIPTION

POSITION/TITLE: SCHOOL COUNSELOR

- Complete other counseling related tasks and duties as directed by the Principal to support teachers and collaborate with Administrators, CWAT, School Psychologist, Lead Teacher and other staff to promote student success and retention
- Seek and share information with the counseling team
- Record progress and information in the student information database
- Submit monthly reports

SPECIFIC KNOWLEDGE, SKILLS, ABILITIES:

- Ability to initiate, develop, and coordinate programs and services based on student/site needs
- Ability to work collaboratively with all stakeholders
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging and sensitive situations with students, parents, and staff
- Ability to work with a variety of learning styles and abilities, including those with special needs and low skill level
- Ability to develop varied approaches to a problem and/or situation
- Ability to grasp new concepts
- Adapt to, and support change
- Strong oral and written communication skills
- Strong professional collaborative skills

MINIMUM QUALIFICATIONS:

- MA/MS degree in School Counseling or related field
- Valid California Pupil Personnel Services Credential in School Counseling
- Experience with individual and group counseling sessions
- Experience working with at-risk student populations
- Experience with prevention, intervention, developmental, and crisis counseling
- College, community, and social/youth agency partnerships
- Use of data to inform decisions and drive continuous improvement
- Experience using student information databases or software applications
- Proficient in MS Office applications (Word, Excel, Outlook, PowerPoint)
- Ability to travel to local school sites; Multiple-site reporting

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Employee Signature

Date

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JOB DESCRIPTION

POSITION/TITLE: TUTOR

DEPARTMENT: EDUCATION

[] EXEMPT [X] NON EXEMPT

REPORTS TO: PRINCIPAL

POSITION SUMMARY:

Provide academic support in the form of one-on-one or small group tutoring instruction. Help the student comprehend subject material in order to successfully complete the course.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Tutor students in small study groups, assist them in all subject areas based on the class and text notes they have collected.
- Determine from student notes and discussions the concepts that need to be taught or re-taught.
- Evaluate student binders, including calendars, class and text notes, book notes, etc.
- Become familiar with the educational materials and resources available to teachers and students.
- Conduct mini-lessons in the process of writing in all subject areas, study skills, and other aspects of course preparation.
- Conduct brainstorming and clustering sessions with students, as needed.
- Facilitate peer critique groups in the subject area labs, as needed.
- Contact teachers regarding course outlines and assignment schedules in preparation for intervention sessions.
- Communicate frequently and honestly with teachers regarding student progress and areas of concern.
- Attend all required tutoring training.
- Determine from teacher directions and evaluation of student work, the concepts that need to be the focus of tutorial sessions.
- Conducts tutorial sessions.
- Support students in all stages of the learning process.
- Utilization of Socratic questioning and writing techniques, as needed.
- Tutor students in the skills that will allow them to read and compute as well as to understand a variety of materials.
- Periodically assists in testing and assessments.
- Assist professionals in the instructional program in maintaining discipline and encouraging acceptable behavior from students.
- Exhibit a positive role model for students that supports the mission of the organization.
- Establish and maintain control in the learning environments and to administer discipline in accordance with board policies, administrative regulations, and site policies and rules.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Maintain a cooperative, professional relationship with all administrators, teachers, colleagues, students, parents, and community members.
- Must be flexible to meet the needs of the students and the school.
- Use acceptable communication skills to present information accurately and clearly.
- Keep informed of and comply with district and school regulations and policies.

POSITION/TITLE: TUTOR

- Maintain prompt and regular attendance for each assignment
- Review student course schedules for accuracy and support
- Adherence to attendance policies
- Perform other duties as assigned

KNOWLEDGE AND SKILLS:

- Ability to respect the learner as a person of worth
- Be willing to learn ways which will bring about the growth of self-esteem as well as improved skills
- Demonstrate patience, encouragement and understanding when working with students
- An acute ability to listen, building a relationship of mutual respect and confidence
- Ability to work independently with minimal direction
- Knowledgeable in the use of standard office computer programs and a variety of educational programs
- Excellent verbal and written communication skills
- Excellent analytical and organizational skills

MINIMUM QUALIFICATIONS:

- Associates Degree from an accredited state college
- Three to five years of related tutorial/mentoring experience
- Knowledgeable in Math and Reading teaching techniques

DESIRABLE QUALIFICATIONS:

- Bilingual English/Spanish
- A demonstrated interest in a teaching career

PHYSICAL REQUIREMENTS:

- Finger Dexterity; using primarily just the finger to make small movements such as typing, using calculator, picking up small objects, or pinching fingers together. In addition, must be able to handle a high volume of paperwork, which will involve filing, and making copies, etc.
- Talking; especially where one must convey detailed or important instructions or ideas accurately.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Visual Abilities; good acuity necessary to constantly view the computer monitor, prepare or inspect documents or operate office machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent multi-tasking, changing of task priorities, and repetitious, exacting work required.
- Periodically working in a noisy, distracting environment with some deadline pressures.

I have read this job description and agree to perform the functions as listed in addition to others as assigned. I agree to fulfill both essential and secondary job duties and responsibilities.

Employee Signature

Date

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JOB DESCRIPTION

POSITION/TITLE: EXECUTIVE VICE PRESIDENT OF HUMAN CAPITAL MANAGEMENT

DIVISION: HUMAN CAPITAL MANAGEMENT

[X] EXECUTIVE EXEMPT

REPORTS TO: CHIEF EXECUTIVE OFFICER

POSITION SUMMARY:

The Executive Vice President of Human Capital Management is responsible for strategic leadership of the departments within Human Capital Management: Human Resources, Risk & Employee Benefits, Corporate Events, Training & Development, and HRIS Systems. This Position develops, implements, and enforces policies and procedures in accordance with Company guidelines, standards, and processes to ensure quality and compliance.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Provides leadership support to Human Capital Management (“HCM”) Division Directors and Managers, in order to assist their perspective Departments in successfully providing exceptional human capital services
- Provides information and recommendations to Executive Management as necessary regarding plans, actions, contributions, and related issues impacting the Organization
- Works with management to review and approve the Risk side of contracts, leases, MOUs, and internships
- Analyze, develops, and recommends competitive compensation and benefits programs and offerings to enhance motivation for effective employee performance
- Oversees distribution of the Organization’s policies and procedures to managers and employees
- Develops staffing strategies and implementation plans to identify talent within and outside the Organization for positions of responsibility
- Ensures fair and consistent hiring practices within the Organization
- Works closely with Legal Counsel on legal claim issues
- Keeps abreast of legislation and employment laws to determine necessary changes in employment practices, insurance requirements and coverage, and related employer and school requirements, to ensure legal compliance
- Participates in audits with authorizing districts as necessary
- Oversees the Fleet Management Program

SUPERVISORY RESPONSIBILITIES:

- Hire, train, mentor, and evaluate the HCM Division Directors and Managers

SPECIFIC KNOWLEDGE, SKILLS, ABILITIES, COMPETENCIES:

- Ability to successfully formulate and implement forward-thinking strategies
- Ability to make independent judgments which have highly significant impacts on the Organization
- Leadership: a demonstrated ability to lead people and get results through others
- Ability to organize and manage multiple priorities
- Ability to build strong, collaborative relationships across Organizational lines
- Exceptional interpersonal and communication skills, with the ability to engage stakeholders and Board Members

JOB DESCRIPTION

POSITION/TITLE: EXECUTIVE VICE PRESIDENT OF HUMAN CAPITAL MANAGEMENT

SPECIFIC KNOWLEDGE, SKILLS, ABILITIES, COMPETENCIES (*continued*):

- Exceptional oral, written and presentation skills
- Project management and planning skills
- Analytical skills
- Ability to apply data to program and operational design to strategically drive organizational change when necessary
- Understands and communicates federal and state employment laws as necessary
- Ability to lead and motivate

MINIMUM QUALIFICATIONS:

- Extensive senior management experience acquired through increasingly responsible positions over a period of 10 years or more
- Experience working with large size organizations
- Non-profit organization experience
- A broad knowledge of Human Capital Management functions
- A strong commitment to service and personal accountability
- Senior Human Resources certification preferred
- HRIS proficiency
- MS Office

PHYSICAL REQUIREMENTS:

- Mental Demands: Ability to handle multiple projects with competing deadlines
- Finger Dexterity: using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly
- Average Hearing: able to hear average or normal conversations and receive ordinary information
- Average Visual Abilities: ordinary acuity necessary to prepare or inspect documents or operate machinery.
- Physical Strength: sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent multi-tasking, changing of task priorities, repetitious exacting work required
- Working in a noisy, distracting environment with frequent deadline pressures

Travel: Ability to travel in performance of duties

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Employee Signature

Date

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JOB DESCRIPTION

POSITION/TITLE: CHIEF EXECUTIVE OFFICER

DEPARTMENT: EXECUTIVE

EXECUTIVE EXEMPTION NON EXEMPT

POSITION SUMMARY:

The Chief Executive Officer is responsible for providing strategic leadership for the Organization by working with the Board of Directors and the Executive Management Team to establish long-range goals, strategies, plans and policies.

RESPONSIBILITIES/DUTIES: Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Establishes credibility throughout the Organization and with the Board as an effective developer of solutions to business challenges.
- Provides leadership and management to ensure that the mission, vision, strategy, and core values of the Organization are put into practice.
- Responsible for driving the company to achieve business goals and objectives.
- Spearheads the development, communication and implementation of effective growth strategies and processes.
- Collaborates with the Executive Management Team to develop and implement plans for the operational infrastructure of systems, processes and personnel designed to accommodate the growth objectives of the Organization.
- Motivates and leads a high-performance management team; attracts, recruits and retains required members of the executive team not currently in place; provides mentoring as a cornerstone to the management career development program.
- Acts as lead “client-care officer” through direct contact with every client and partner.
- Assists, as required, in raising additional capital at appropriate valuations to enable the company to meet growth and market share objectives.
- Fosters a success-oriented, accountable environment within the Organization.
- Represents the firm with clients and business partners.
- Performs other duties as assigned.

JOB DESCRIPTION

POSITION/TITLE: Chief Executive Officer

Supervisory Responsibilities:

Manages subordinate supervisor(s) who supervise employee(s); is responsible for the overall direction, coordination and evaluation of these units. Also directly supervises non-supervisory employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; planning, assigning and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

SPECIFIC KNOWLEDGE, SKILLS, LICENSES, CERTIFICATIONS, ETC:

- Analytical—the individual synthesizes complex or diverse information.
- Problem solving—the individual identifies and resolves problems in a timely manner and gathers and analyzes information skillfully.
- Oral communication—the individual speaks clearly and persuasively in positive or negative situations, demonstrates group presentation skills and conducts productive meetings.
- Delegation—the individual delegates work assignments, gives authority to work independently, sets expectations and monitors delegated activities.
- Leadership—the individual inspires and motivates others to perform well and accepts feedback from others.
- Management skills—the individual includes staff in planning, decision-making, facilitating and process improvement; makes self available to staff; provides regular performance feedback; and develops subordinates' skills and encourages growth.
- Quality management—the individual looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Judgment—the individual displays willingness to make decisions, exhibits sound and accurate judgment, and makes timely decisions.
- Planning/organizing—the individual prioritizes and plans work activities, uses time efficiently and develops realistic action plans.
- Safety and security—the individual observes safety and security procedures and uses equipment and materials properly.

TRAVEL: Ability to travel in performance of job duties.

JOB DESCRIPTION

POSITION/TITLE: CHIEF EXECUTIVE OFFICER

QUALIFICATIONS:

- An experienced leader and financial executive with appropriate industry experience.
- An energetic, forward-thinking and creative individual with high ethical standards and an appropriate professional image.
- A strategic visionary with sound technical skills, analytical ability, good judgment and strong operational focus.
- A well-organized and self-directed individual who is "politically savvy" and a team player.
- An intelligent and articulate individual who can relate to people at all levels of an organization and possesses excellent communication skills.
- A decisive individual who possesses a "big picture" perspective and is well versed in systems.

PHYSICAL REQUIREMENTS:

- Finger Dexterity; using primarily just the fingers to make small movements such as typing, picking up small objects, or pinching fingers together.
- Talking; especially where one must convey detailed or important instructions or ideas accurately, loudly, or quickly.
- Average Hearing; able to hear average or normal conversations and receive ordinary information.
- Average Visual Abilities; ordinary acuity necessary to prepare or inspect documents or operate machinery.
- Physical Strength; sedentary work. Sitting most of the time. Exerts up to 10 lbs. of force occasionally (almost all office jobs).
- Frequent multi-tasking, changing of task priorities, repetitious exacting work required.
- Working in a noisy, distracting environment with frequent deadline pressures.

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Employee Signature

Date

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