

Santa Cruz County Board of Education
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060

Regular Board Meeting
September 20, 2018
Time: 4:00 p.m.
Board Room

Updated: September 20, 2018

AGENDA

1.0 CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Bruce Van Allen (President), Jane Royer Barr, Rose Filicetti, Sandra Nichols, Sue Roth,
Dana Sales, Abel Sanchez
Michael Watkins, Secretary

2.0 PLEDGE OF ALLEGIANCE

Bruce Van Allen (President) will lead the Pledge of Allegiance.

3.0 APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4.0 PUBLIC COMMENT

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up to **three (3) minutes** unless otherwise limited or extended by the President. The President may allot time to those wishing to speak but no action will be taken on matters presented (E.C. Section 35145.5). If appropriate, the President, or any Member of the Board, may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Please refer to item, *Please Note*, on the last page of this agenda.

5.0 CONSENT AGENDA

All items appearing on the consent agenda are recommended actions, which are considered to be routine in nature and will be acted upon as one motion. Specific items may be removed for separate consideration. Item(s) removed will be considered immediately following the consent agenda motion as Deferred Consent Items.

5.0.1 Minutes of the Board Meeting held on August 16, 2018

5.0.2 Routine Budget Revisions

5.0.3 Treasurer's Quarterly Investment Report, Quarter Ended June 30, 2018

5.0.4 Donations

5.1 DEFERRED CONSENT ITEMS (if required)

This item is placed on the agenda to address any items that might be pulled from Agenda Item 5.0 for further discussion/consideration if so determined.

6.0 CORRESPONDENCE

Correspondence will be available for review at the meeting location.

7.0 PUBLIC HEARINGS/NEW BUSINESS AND ACTION ITEMS

7.1 Public Hearing: Integrative Leadership Academy (ILA)

The Board will conduct a Public Hearing to solicit input from members of the public regarding the creation of a charter school in San Lorenzo Valley (Integrative Leadership Academy).

Open Public Hearing: Bruce Van Allen (President)
Conduct Public Hearing: Bruce Van Allen (President)
Close Public Hearing: Bruce Van Allen (President)

7.2 Public Hearing: Sufficiency of Instructional Materials

The Board will conduct a Public Hearing to solicit input from members of the public regarding the Sufficiency of Instructional Materials to be used by the Santa Cruz County Office of Education Alternative Education Student Programs during the 2018-19 school year.

Presenter: Adam Wade

Open Public Hearing: Bruce Van Allen (President)
Conduct Public Hearing: Bruce Van Allen (President)
Close Public Hearing: Bruce Van Allen (President)

7.3 Adopt Resolution #18-12: Sufficiency of Instructional Materials

In order to be eligible to receive instructional materials funding, the governing board is required to hold a public hearing and adopt a resolution stating whether or not each pupil in County Office of Education programs has sufficient standards aligned textbooks and/or instructional materials in specified subjects.

Call for Motion and Roll Call Vote: Bruce Van Allen (President)

7.4 Public Hearing: Career Advancement Charter School Charter Revision

The Board will conduct a Public Hearing to solicit input from members of the public regarding the addition of two additional educational sites for the Career Advancement Charter School.

Open Public Hearing: Bruce Van Allen (President)
Conduct Public Hearing: Bruce Van Allen (President)
Close Public Hearing: Bruce Van Allen (President)

7.5 Adopt Resolution #18-13: Career Advancement Charter School Charter Revision

The Board will be asked to adopt Resolution #18-13 to approve the Career Advancement Charter School revision of adding two additional educational sites to the Charter.

Call for Motion and Roll Call Vote: Bruce Van Allen (President)

7.6 Adopt Resolution #18-14: Measure H: Housing Bonds

The Board will be asked to adopt Resolution #18-14 in support of Santa Cruz County Measure H for Housing Bonds.

Call for Motion and Roll Call Vote: Bruce Van Allen (President)

7.7 Adopt Resolution #18-15: Climate Change

The Board will be asked to adopt Resolution #18-15 in support of teaching and informing the students of Santa Cruz County regarding climate change.

Call for Motion and Roll Call Vote: Bruce Van Allen (President)

8.0 REPORTS, DISCUSSIONS AND PRESENTATIONS

8.1 2017-18 Unaudited Closing Financial Statement

The Board is requested to review information from the annual closing financial reporting document filed with the California Department of Education.

Presenter: Mary Hart, Deputy Superintendent, Business Services

9.0 UNFINISHED BUSINESS

10.0 SUPERINTENDENT REPORT

County Superintendent of Schools, Michael C. Watkins, will provide an update on activities and matters of interest.

11.0 TRUSTEE REPORTS (3 minutes each)

Trustees will report on matters, events and activities as related to Board goals of: Advocating for students, maintaining community relations and promoting student achievement.

12.0 AD HOC COMMITTEE REPORTS/ACTIONS (if any)

13.0 ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

14.0 SCHEDULE OF MEETINGS AND COMING EVENTS

September 27, 2018 7:45 a.m.	Inside Education – Early Years Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
October 18, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
October 25, 2018 7:45 a.m.	Inside Education - Elementary Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
November 15, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
December 20, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060

15.0 ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Jim Guss by telephone at (831) 466-5900. Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Jim Guss por teléfono al numero (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Jim Guss, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Consent Agenda: Regular Board Meeting Minutes, August 16, 2018

DEPARTMENT/PROGRAM:

Santa Cruz County Board of Education

ACTION REQUESTED:

Board Approval

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Consent Agenda items are recommended for approval as actions routine in nature and acted upon as one motion. Specific items may be removed for separate consideration.

FISCAL IMPLICATIONS:

None

CONTACT PERSON(S):

Michael Watkins, Superintendent
Jim Guss, Administrative Aide to the Superintendent

Santa Cruz County Board of Education
Santa Cruz County Office of Education
400 Encinal Street
Santa Cruz, CA 95060

Regular Board Meeting
August 16, 2018
Time: 4:00 p.m.
Tech Center/Board Room

UNAPPROVED MINUTES

1.0 CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Board Present

Bruce Van Allen (President)
Jane Barr
Sandra Nichols
Sue Roth
Dana Sales
Abel Sanchez
Michael Watkins (Secretary)

Staff Present

Faris Sabbah
Mary Hart
Jivan Dhaliwal
Jim Guss
Lauren Soukup (Legal Counsel)

Board Absent

Rose Filicetti (Late)

2.0 PLEDGE OF ALLEGIANCE

Bruce Van Allen (President) led the Pledge of Allegiance.

3.0 APPROVAL OF AGENDA

It was M.S.C (Sanchez/Barr) to approve the Agenda.

Ayes:	Barr, Nichols, Roth, Sales, Sanchez, Van Allen
Nays:	None
Abstain:	None
Absent:	Filicetti

4.0 PUBLIC COMMENT

Ms. Nicky Ramos-Beban, Executive Director, Integrative Leadership Academy (ILA), came before the Board to officially appeal the denial by the San Lorenzo Valley Unified School District for ILA to open a charter school in San Lorenzo Valley.

5.0 CONSENT AGENDA

- 5.0.1 Minutes of the Special Board Meeting held on July 19, 2018
- 5.0.2 Minutes of the Board Meeting held on July 19, 2018
- 5.0.3 Routine Budget Revisions
- 5.0.4 Donations

It was M.S.C. (Barr/Sales) to approve the Consent Agenda.

Ayes: Barr, Roth, Sales, Sanchez, Van Allen
Nays: None
Abstain: Nichols
Absent: Filicetti

5.1 DEFERRED CONSENT ITEMS (if required)

None.

6.0 CORRESPONDENCE

None.

7.0 RECOGNITION

The Board recognized Jim Howes, Assistant Director, Career Technical Education Partnership (CTEP) for his over 19 years of service to the Santa Cruz County Office of Education in CTEP.

Trustee Filicetti arrived at 4:06 p.m.

8.0 PUBLIC HEARINGS/NEW BUSINESS AND ACTION ITEMS

8.1 Watsonville Prep School (Resolution 18-10 or Resolution 18-11)

Introduction of Item by Board President

Bruce Van Allen (President) introduced Item 8.1 to the Board by explaining the process by which the Item would be presented to the Board.

Overview of the Review Process

Superintendent Watkins gave the Board an overview of the review process that was completed by the Santa Cruz County Office of Education Charter Review Team.

Legal Requirements, Additional Considerations, Findings of Fact, Staff Recommendation

Loren Soukup, Senior Associate General Counsel, School & College Legal Services of California presented to the Board the legal requirements for the review of the charter petition. Ms. Soukup discussed how she assisted the Charter Review Team and the process that was followed to complete the review.

Ms. Soukup continued her presentation to the Board by discussing the “Additional Considerations” found by the Charter Review Team: Transportation, Conflict of Interest, Financial Accounting and English Language Learner (ELL) Assessments. She also presented to the Board the four Findings of Fact from the Charter Review Team (Local Parent/Community involvement in governance; Transitional Kindergarten; Services for English Language Learners; and Facilities.

Ms. Soukup completed her presentation to the Board by stating that the Charter Review Team's recommendation to the Board would be to "Conditionally Approve" the Petition made by Watsonville Prep School. She also explained the two resolutions (Resolution 18-10 and Resolution 18-11) that were being presented to the Board and their ramifications for either approval or denial.

Approving Resolution 18-10 would be a "Conditional Approval" for the Watsonville Prep School and approval of a proposed Memorandum of Understanding (MOU) between the Santa Cruz County Board of Education, the Santa Cruz County Superintendent of Schools/Office of Education and Navigator Schools operating as Watsonville Prep School.

Approving Resolution 18-11 would deny the Petition, as the Petition does not contain reasonably comprehensive descriptions of all required elements of a Charter Petition as set forth in Education Code 47605.6(b)(5).

Comments on the Charter Petition

President Van Allen allowed Mr. Kevin Sved, CEO, Navigator Charter Schools and Ms. Michelle Rodriguez, Superintendent, Pajaro Valley Unified School District to each give their views/comments regarding the Petition.

President Van Allen opened the floor to allow teachers, employees, parents, guardians or any other member of the public who desired to speak on the matter. The following people spoke before the Board: Andrea Hernandez, Martha Denny, Lellie Castillo, Alba Yanira Rivas, Luisa Hernandez, Guadalupe G., Marcela Salas-Ibarra, Caitrin Wright, Kirsten Carr, Gabriela Roldan, Vanessa Castaneda, Jennifer Wildman, Crystal Toriumi, Kimberly DeSerpa, Francisco Rodriguez, Debbie Benitez, and Laura Zucker.

Clarifying Questions

President Van Allen opened the floor for the Board members to ask clarifying questions of staff, legal counsel, the Petitioners or the District. The Board asked numerous questions all of the participants.

Board Deliberations

Following the questions session, each of the Board members commented on their views concerning the Petition.

Action

It was M.S.C. (Barr/Roth) to adopt Resolution #18-10 to "Conditionally Approve" the Charter Petition presented by Watsonville Prep School and the attached Memorandum of Understanding between the County Board of Education, the County Superintendent of Schools/County Office and Watsonville Prep School with the conditions specified being fully addressed to the satisfaction of the County Board on or before October 1, 2018.

Ayes:	Barr, Roth, Sales
Nays:	Filicetti, Nichols, Sanchez, Van Allen
Abstain:	None
Absent:	None

The Board called a recess at 7:03 p.m.

President Van Allen called the meeting back to order at 7:14.

It was M.S.C. (Nichols/Roth) to adopt Resolution #18-11 to deny the Charter Petition presented by Watsonville Prep School based on the Findings of Fact and that the Petition did not contain reasonably comprehensive descriptions of all required elements of a Charter Petition as set forth in Education Code 47605.6(b)(5).

Ayes:	Filicetti, Nichols, Sanchez, Van Allen
Nays:	Barr, Roth, Sales
Abstain:	None
Absent:	None

9.0 UNFINISHED BUSINESS

None.

10.0 SUPERINTENDENT REPORT

County Superintendent of Schools, Michael Watkins, provided an update on his activities and matters of interest since his last report on July 19, 2018.

12.0 TRUSTEE REPORTS

Trustee Van Allen attended Senator Bill Monning's K-12 Focus Group meeting held at the COE.

Trustee Sales congratulated the four Board members who are running unopposed to retain their seat on the Board.

Trustee Nichols announced that the People's Democratic Club held their retreat in August and that she has been elected as President for another term. She also attended a campaign kickoff for Justin Cummings who is running for Santa Cruz City Council.

Trustee Sanchez stated that he is very happy to be running unopposed (as with his fellow Trustees) to continue his seat on the Board and that he feels very fortunate to serve along with the rest of the Board members.

Trustee Barr advised the Board that she attend the Admin Kickoff breakfast at Seascape and was very impressed to see the excitement each of the Districts showed in starting a brand new school year.

Trustee Roth reported that she "survived" 11 days in the woods camping with the girl scouts.

During the month, Trustee Filicetti had lunch with Councilwoman Richelle Noroyan, Maria Elena DelaGarza, Executive Director, Community Action Board and with Dr. Deneen Guss, incoming Superintendent of MCOE to discuss CTE and workforce development.. Trustee Filicetti attended a Screening of "Dark Money" a film on campaign spending transparency and the free press and also attended the Admin Kickoff with keynote speaker Dr. Trudy Arriaga, author of "Opening Doors" a book on cultural proficiency. She also signed the Soquel Elementary School Districts Parcel Tax Measure for the November Ballot.

13.0 AD HOC COMMITTEE REPORTS/ACTIONS

Trustee Barr advised that an ad hoc committee should be formed to discuss the Superintendent's (new) salary. Trustee Barr, Sales and Van Allen agreed to be on this Committee.

14.0 ADDITIONS, IF ANY, TO FUTURE BOARD AGENDA ITEMS

None.

15.0 SCHEDULE OF MEETINGS AND COMING EVENTS

August 20, 2018 8:00 a.m.	SCCOE Employee Orientation Meeting Sequoia Schools 229 Green Valley Road Freedom, CA 95019
September 6, 2018 11:00 a.m. – 1:30 p.m.	Inside Education Kickoff Luncheon Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
September 20, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
September 27, 2018 7:45 a.m.	Inside Education – Early Years Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060
October 18, 2018 4:00 p.m.	Regular Meeting of the County Board of Education 400 Encinal Street, Santa Cruz, CA 95060
October 25, 2018 7:45 a.m.	Inside Education - Elementary Santa Cruz County Office of Education – Boardroom 400 Encinal Street, Santa Cruz, CA 95060

16.0 ADJOURNMENT

Bruce Van Allen (President) adjourned the meeting at 7:30 p.m.

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Consent Agenda: Routine Budget Revisions

DEPARTMENT/PROGRAM:

Business Services/Administration

ACTION REQUESTED:

Board Approval

PREVIOUS STAFF/BOARD Action:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Detailed revisions and narrative follow this page.

FISCAL IMPLICATIONS:

Adjusts 2018-2019 Spending Plan

CONTACT PERSON(S):

Jean Gardner, Senior Director, Fiscal Services
Rebecca Olker, Manager, Internal Business Services




BOARD OF EDUCATION
Ms. Jane Royer Barr
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Dana M. Sales
Mr. Abel Sanchez
Mr. Bruce Van Allen

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

MEMO

DATE: September 20, 2018

TO: Santa Cruz County Board of Education
Michael C. Watkins, County Superintendent of Schools

FROM: Mary Hart 
Deputy Superintendent, Business Services
Jean Gardner
Senior Director of Fiscal Services

RE: August Budget Revisions

Budget revisions in August reflected an increase in projected revenues for **\$287,626** and an increase in expenditures in the amount of **\$329,805**, resulting in a net decrease to fund balance of **\$42,179**.

The changes in budget were mostly due to the receipt of a new grant from the Community Foundation of Santa Cruz County by our Santa Cruz County College Commitment (S4C) department.

Should you have any questions, please feel free to contact us.

MH:rao
3 attachments

CC: Rebecca Olker

Santa Cruz County Office of Education
Budget Variance Summary for August, 2018
September 20, 2018 Board Meeting

	2018-2019	2018-19	AUGUST		2018-19
Description	Adopted Budget	Board Meeting 08/16/18	Unrestricted	Restricted	Board Meeting 09/20/18
REVENUE					
Local Control Funding Formula	27,242,923	27,242,923	-	-	27,242,923
Federal Revenues	7,405,876	7,405,876	-	-	7,405,876
State Revenues	7,932,026	7,932,026	-	-	7,932,026
Local Revenues	11,747,301	11,747,301	-	287,626	12,034,927
TOTAL REVENUE	54,328,126	54,328,126	-	287,626	54,615,752
EXPENDITURES					
Certificated Salaries	10,967,874	10,969,977	(11,906)	-	10,958,071
Classified Salaries	11,221,565	11,221,565	-	-	11,221,565
Employee Benefits	12,229,612	12,229,612	(520)	-	12,229,092
Books and Supplies	3,356,296	3,264,683	18,939	64,186	3,347,808
Services, Other Operating Expenses	9,188,678	9,287,326	31,100	230,943	9,549,370
Capital Outlay	698,115	698,115	-	-	698,115
Other Outgo	6,624,756	6,624,756	-	-	6,624,756
Interprogram Support	(69,269)	(69,269)	(26,013)	23,076	(72,206)
TOTAL EXPENDITURES	54,217,627	54,226,766	11,600	318,205	54,556,571
INTERFUND TRANSFERS					
Transfers In	-	-	-	-	-
Transfers Out	45,000	45,000	-	-	45,000
TOTAL INTERFUND TRANSFERS	45,000	45,000	-	-	45,000
FUND BALANCE					
Beginning Fund Balance	22,520,871	22,520,871	-	-	22,520,871
Net Increase/(Decrease)	65,499	56,360	(37,179)	(5,000)	14,181
ENDING FUND BALANCE	22,586,369	22,577,230	(37,179)	(5,000)	22,535,051
Pacheco Bill Compliance:					
There were no individual consulting agreements in excess of \$25,000 that required a budget revision during the month of August, 2018.					

Budget Variance Detail for
August, 2018
September 20, 2018 Board Meeting

Description (Object Code Range)	Res	Program	2016-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 8/16/18	Unrestricted	Restricted	Board Meeting 9/20/18	Approved 9/20/18
REVENUE								
Local Control Funding Formula (8010-8099)			27,242,923.00					
Total Local Control Funding Formula			27,242,923.00	27,242,923.00	-	-	27,242,923.00	27,242,923.00
Federal Revenues (8100-8299)			7,405,876.00					
Total Federal Revenues			7,405,876.00	7,405,876.00	-	-	7,405,876.00	7,405,876.00
State Revenues (8300-8599)			7,932,026.13					
Total State Revenues			7,932,026.13	7,932,026.13	-	-	7,932,026.13	7,932,026.13
Local Revenues (8600-8799)			11,747,300.77					
CONTRIBUTIONS TO OUTDOOR ED SCIENCE	9010	OTHER RESTRICTED LOCAL				12,626.00		
SET UP COMMUNITY FOUNDATION OF SANTA CRUZ CNTY BUDGET	9064	S4C				275,000.00		
Total Local Revenues			11,747,300.77	11,747,300.77	-	287,626.00	12,034,926.77	12,034,926.77
Other Financing Sources (8900-8997)								
CONTRIBUTIONS TO OUTDOOR ED SCIENCE	0090	EDUCATION & ADMIN OPERATIONS			(25,579.00)	25,579.00		
CONTRIBUTIONS TO OUTDOOR ED SCIENCE	9010	OTHER RESTRICTED LOCAL						
Total Other Financing Sources			-	-	(25,579.00)	25,579.00	-	-
TOTAL REVENUE			54,328,125.90	54,328,125.90	(25,579.00)	313,205.00	54,615,751.90	54,615,751.90
BEGINNING FUND BALANCE (8999)			22,520,870.72					
Total Beginning Fund Balance			22,520,870.72	22,520,870.72	-	-	22,520,870.72	22,520,870.72
TOTAL REVENUE PLUS BEGINNING BALANCE			76,848,996.62	76,848,996.62	(25,579.00)	313,205.00	77,136,622.62	77,136,622.62
EXPENDITURES								
Certificated Salaries (1000-1999)			10,967,873.70					
SET UP BUDGET FOR NEW ROP COURSES	0830	ROC/P APPORTIONMENT			(11,905.79)			
Total Certificated Salaries			10,967,873.70	10,959,977.06	(11,905.79)	-	10,958,071.27	10,958,071.27
Classified Salaries (2000-2999)			11,221,565.40					
Total Classified Salaries			11,221,565.40	11,221,565.40	-	-	11,221,565.40	11,221,565.40
Employee Benefits (3000-3999)			12,229,612.37					
SET UP BUDGET FOR NEW ROP COURSES	0830	ROC/P APPORTIONMENT			(520.15)			

**Budget Variance Detail for
August, 2018
September 20, 2018 Board Meeting**

Description (Object Code Range)	Res	Program	2018-19	2018-19	Variance		2018-19	2018-19
			Adopted Budget	Approved 8/16/18	Unrestricted	Restricted	Board Meeting 9/20/18	Approved 9/20/18
Total Employee Benefits			12,229,612.37	12,229,612.37	(520.15)	-	12,229,092.22	12,229,092.22
Books and Supplies (4000-4999)			3,356,295.73					
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0040	MAINTENANCE			6,000.00			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0050	OPERATIONS			11,706.00			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0060	ADMINISTRATION			8,307.00			
TO COVER THE EQUITY INSTITUTE BUDGET	0090	EDUCATION & ADMIN OPERATIONS			500.00			
TO CLEAN UP BUDGET	0611	JUVENILE COURT SUPPLEMENTAL			25,000.00			
TO CLEAN UP BUDGET	0620	COUNTY COMMUNITY SCHOOLS			(25,000.00)			
SET UP BUDGET FOR NEW ROP COURSES	0830	ROC/P APPORTIONMENT			(7,574.06)			
TO COVER EXPENSES	9010	OTHER RESTRICTED LOCAL				27,395.87		
SET UP COMMUNITY FOUNDATION OF SANTA CRUZ CNTY BUDGET	9064	S4C				36,790.00		
Total Books and Supplies			3,356,295.73	3,264,682.91	18,938.94	64,185.87	3,347,807.72	3,347,807.72
Services, Other Operating Expenses (5000-5999)			9,188,678.00					
TO COVER THE EQUITY INSTITUTE BUDGET	0090	EDUCATION & ADMIN OPERATIONS			11,100.00			
SET UP BUDGET FOR NEW ROP COURSES	0830	ROC/P APPORTIONMENT			20,000.00			
SET UP TRAVEL FOR CBO TRAINING	9010	OTHER RESTRICTED LOCAL				5,000.00		
TO COVER EXPENSES	9010	OTHER RESTRICTED LOCAL				10,809.13		
SET UP COMMUNITY FOUNDATION OF SANTA CRUZ CNTY BUDGET	9064	S4C				215,134.00		
Total Services, Other Operating Expenses			9,188,678.00	9,287,326.46	31,100.00	230,943.13	9,549,369.59	9,549,369.59
Capital Outlay (6000-6999)			698,115.00					
Total Capital Outlay			698,115.00	698,115.00	-	-	698,115.00	698,115.00
Other Outgo (7100-7299, 7400-7499)			6,624,756.00					
Total Other Outgo			6,624,756.00	6,624,756.00	-	-	6,624,756.00	6,624,756.00
Interprogram Support Services (7300-7399)			(69,269.00)					
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0040	MAINTENANCE			(6,000.00)			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0050	OPERATIONS			(8,769.00)			
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0060	ADMINISTRATION			(8,307.00)			
SET UP COMMUNITY FOUNDATION OF SANTA CRUZ CNTY BUDGET	9064	S4C				23,076.00		
ADJUST DIRECT/INDIRECT COSTS TO BALANCE	0050	OPERATIONS			(2,937.00)			
Total Interprogram Support			(69,269.00)	(69,269.00)	(26,013.00)	23,076.00	(72,206.00)	(72,206.00)
Interfund Transfers Out (7500-7629)			45,000.00					
Total Interfund Transfers Out			45,000.00	45,000.00	-	-	45,000.00	45,000.00
TOTAL EXPENDITURES			54,262,627.20	54,271,766.20	11,600.00	318,205.00	54,601,571.20	54,601,571.20
ENDING FUND BALANCE			22,586,369.42	22,577,230.42	(37,179.00)	(5,000.00)	22,535,051.42	22,535,051.42
Total Expenditures plus Ending Fund Balance (7999)			76,848,996.62	76,848,996.62	(25,579.00)	313,205.00	77,136,622.62	77,136,622.62
Ending Fund Balance Change Detail (7999):			22,586,369.42					
CONTRIBUTIONS TO COVER OUTDOOR ED SCIENCE	0090	EDUCATION & ADMIN OPERATIONS			(25,579.00)			
TO COVER THE EQUITY INSTITUTE BUDGET	0090	EDUCATION & ADMIN OPERATIONS			(11,600.00)			
SET UP TRAVEL FOR CBO TRAINING	9010	OTHER RESTRICTED LOCAL				(5,000.00)		
Net Increase/(Decrease) in Ending Fund Balance			22,586,369.42	22,577,230.42	(37,179.00)	(5,000.00)	22,535,051.42	22,535,051.42

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Santa Cruz County Treasurer’s Quarterly Investment Report; Quarter Ending: June 30, 2018

DEPARTMENT/PROGRAM:

Business Services/Administration

ACTION REQUESTED:

Receive and File Report

PREVIOUS STAFF/BOARD ACTION:

None

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Superintendent/designee is required to provide a report of investments on a quarterly basis. Since the SCCOE maintains all of its investments in the County Treasurer’s investment pool, the June 30, 2018 quarterly report is provided.

FISCAL IMPLICATIONS:

None

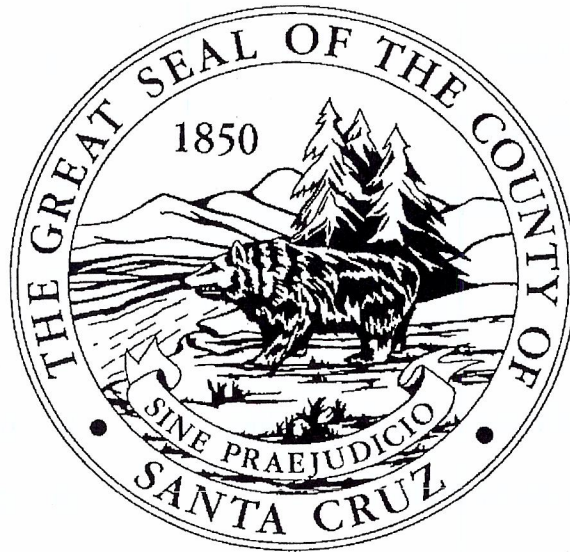
CONTACT PERSON(S):

Mary Hart, Deputy Superintendent, Business Services
Jean Gardner, Senior Director, Fiscal Services
Rebecca Olker, Manager, Internal Finance

Santa Cruz County Treasurer's

Quarterly Investment Report

**For the Quarter Ended
June 30, 2018**



Edith Driscoll
Auditor – Controller – Treasurer - Tax Collector

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TREASURY OVERSIGHT COMMISSION

Chairperson:

Angela Aitken
Member Representing Special Districts
Alternate: Vacant

Current Members:

Chris Schiermeyer
Member Representing School Districts
Alternate: Lynette Hamby

Bob Shepherd
Public Member
Alternate: Ron Sekkel

Bruce McPherson
Member Representing County of Santa Cruz
Board of Supervisors
Alternate: Greg Caput

Michael Watkins
Superintendent
Santa Cruz County Office of Education
Alternate: Mary Hart

AUDIT PROCESS

The Santa Cruz County Treasurer's Office is audited on an annual basis by an outside auditor selected by the Santa Cruz County's Audit Committee. Additionally, all investments are audited on a regular basis by the County Auditor as well as on a daily basis by an in-house audit process.



COUNTY OF SANTA CRUZ

EDITH DRISCOLL
AUDITOR-CONTROLLER-TREASURER-TAX COLLECTOR
701 OCEAN STREET, SUITE 100, SANTA CRUZ, CA 95060-4073
(831) 454-2500 FAX (831) 454-2660

Laura Bowers, Chief Deputy Auditor-Controller
Pam Silbaugh, General Accounting Manager
Brian Howard, Accounting Manager
David Zweig, Treasury-Tax Collector Manager

July 10, 2018

Board of Supervisors
County of Santa Cruz
701 Ocean Street
Santa Cruz, CA 95060

Subject: **CERTIFICATION OF LIQUIDITY**

Dear Members of the Board:

This report shows the investment activity for the quarter ending June 30, 2018 of pooled funds on deposit with the Treasurer and that it is in compliance with California Government Code Sections 27000 et seq., 53600 et seq., and the County's 2018 Investment Policy.

Attached are summaries of the Portfolio Structure, Investment Details, Securities Activity by Brokers, and other information to provide a better understanding of the investment activity that has occurred through June 30, 2018.

Pursuant to Government Code § 53646(b)(3), I certify that because of the liquidity of the pool and the county's issuance of Teeter Notes and TRANS, the county has the ability to meet the pool's expenditure requirements for the next six months.

Respectfully submitted,

EDITH DRISCOLL
Auditor-Controller-Treasurer-Tax Collector

SUMMARY REPORTS

1. County of Santa Cruz Portfolio Summary including:
 - a) Issuer
 - b) Type of Asset
 - c) Cost at Purchase
 - d) Current Book Value
 - e) Yield
 - f) Par Value
 - g) Market Value
 - h) Percent of Portfolio
 - i) Percent Allowed
 - j) Purchase Date
 - k) Maturity Date
 - l) Credit Rating
 - m) Source of Valuation
2. Portfolio Size and Composition Report
 - a) Portfolio Balance Trend
 - b) Portfolio Composition by Type
3. Portfolio Yield
 - a) Net Yield History / Comparison to LAIF
 - b) Net Yield Trend / Comparison to LAIF
4. County of Santa Cruz Investment Pool Maturity Distribution
5. County of Santa Cruz Investment Pool Credit Quality Distribution
6. County of Santa Cruz Investment Pool Source of Funds

**Santa Cruz County Treasurer's Portfolio
As of June 30, 2018**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
U.S. Treasuries										
US Treasury (4)	15,000,000.00	15,000,000.00	1.37%	15,000,000.00	15,000,000.00	1.73%	100%	12/30/16	06/30/18	AA+ / Aaa
US Treasury	16,939,570.31	16,998,494.63	1.11%	17,000,000.00	16,994,390.00	1.97%	100%	12/30/16	07/15/18	AA+ / Aaa
US Treasury	19,809,463.89	19,985,650.00	1.49%	20,000,000.00	19,983,600.00	2.31%	100%	11/22/17	07/19/18	AA+ / Aaa
US Treasury	14,919,140.63	14,995,997.06	1.08%	15,000,000.00	14,987,250.00	1.73%	100%	12/02/16	07/31/18	AA+ / Aaa
US Treasury	16,960,820.31	16,996,654.49	1.16%	17,000,000.00	16,981,980.00	1.97%	100%	03/06/17	08/15/18	AA+ / Aaa
US Treasury	17,898,046.88	17,979,060.13	1.45%	18,000,000.00	17,965,980.00	2.08%	100%	11/07/17	08/31/18	AA+ / Aaa
US Treasury	16,962,148.44	16,994,337.17	1.16%	17,000,000.00	16,967,360.00	1.97%	100%	04/25/17	09/15/18	AA+ / Aaa
US Treasury	14,905,078.13	14,986,223.46	1.12%	15,000,000.00	14,954,400.00	1.73%	100%	01/11/17	09/30/18	AA+ / Aaa
US Treasury	17,959,218.75	17,986,886.59	1.67%	18,000,000.00	17,972,640.00	2.08%	100%	12/21/17	09/30/18	AA+ / Aaa
US Treasury	14,929,687.50	14,986,120.81	1.20%	15,000,000.00	14,951,700.00	1.73%	100%	04/26/17	10/15/18	AA+ / Aaa
US Treasury	14,930,859.38	14,963,070.46	2.04%	15,000,000.00	14,964,968.44	1.73%	100%	05/22/18	10/15/18	AA+ / Aaa
US Treasury	17,865,000.00	17,971,652.32	1.23%	18,000,000.00	17,925,480.00	2.08%	100%	03/29/17	10/31/18	AA+ / Aaa
US Treasury	14,885,156.25	14,967,966.85	1.10%	15,000,000.00	14,864,100.00	1.73%	100%	11/16/16	02/15/19	AA+ / Aaa
US Treasury	19,722,656.25	19,782,233.80	2.15%	20,000,000.00	19,748,400.00	2.29%	100%	04/05/18	05/15/19	AA+ / Aaa
US Treasury	14,771,484.38	14,840,496.10	2.01%	15,000,000.00	14,790,300.00	1.72%	100%	01/31/18	06/15/19	AA+ / Aaa
US Treasury	16,746,328.13	16,899,748.03	1.33%	17,000,000.00	16,718,480.00	1.95%	100%	11/28/16	07/15/19	AA+ / Aaa
US Treasury	19,910,156.25	19,961,866.13	1.04%	20,000,000.00	19,632,800.00	2.31%	100%	11/10/16	09/15/19	AA+ / Aaa
Total US Treasuries	285,114,815.48	\$ 286,296,458.03	1.40%	\$ 287,000,000.00	\$ 285,403,828.44	33.11%	100%			
U.S. Government Agencies										
Federal Farm Credit Bank	14,919,750.00	14,997,468.92	1.11%	15,000,000.00	14,992,500.00	1.73%	25%	01/19/17	07/18/18	AA+ / Aaa
Federal Farm Credit Bank	15,000,000.00	15,000,000.00	0.93%	15,000,000.00	14,971,500.00	1.73%	25%	09/06/16	09/06/18	AA+ / Aaa
Federal Farm Credit Bank	17,973,648.00	17,995,059.00	0.96%	18,000,000.00	17,917,200.00	2.08%	25%	11/16/16	11/16/18	AA+ / Aaa
Federal Home Loan Bank	9,993,300.00	9,998,260.32	1.28%	10,000,000.00	9,947,900.00	1.16%	25%	12/15/16	01/16/19	AA+ / Aaa
Federal Home Loan Bank	15,000,000.00	15,000,000.00	1.25%	15,000,000.00	14,923,500.00	1.73%	25%	01/17/17	01/17/19	AA+ / Aaa
Federal Farm Credit Bank	10,000,000.00	10,000,000.00	1.00%	10,000,000.00	9,931,000.00	1.16%	25%	07/25/16	01/25/19	AA+ / Aaa
Federal National Mort Association	19,945,000.00	19,973,706.70	1.61%	20,000,000.00	19,901,400.00	2.31%	25%	11/15/17	01/28/19	AA+ / Aaa
Federal National Mort Association	15,060,690.00	15,020,647.98	1.30%	15,000,000.00	14,924,250.00	1.74%	25%	03/02/17	03/08/19	AA+ / Aaa
Federal Home Loan Bank	15,116,550.00	15,028,966.44	0.97%	15,000,000.00	14,891,250.00	1.74%	25%	05/13/16	03/15/19	AA+ / Aaa
Federal Home Loan Bank	15,000,000.00	15,000,000.00	1.20%	15,000,000.00	14,845,950.00	1.73%	25%	05/23/16	05/23/19	AA+ / Aaa
Federal National Mort Association	14,860,500.00	14,886,526.12	2.22%	15,000,000.00	14,867,250.00	1.72%	25%	04/16/18	05/28/19	AA+ / Aaa
Federal Home Loan Bank	13,962,900.00	13,988,595.19	1.15%	14,000,000.00	13,827,380.00	1.62%	25%	06/03/16	06/03/19	AA+ / Aaa
Federal Farm Credit Bank	17,989,740.00	17,995,479.50	1.43%	18,000,000.00	17,825,760.00	2.08%	25%	03/29/17	06/27/19	AA+ / Aaa
Federal Home Loan Bank	14,917,050.00	14,941,022.76	1.76%	15,000,000.00	14,764,350.00	1.73%	25%	11/21/17	01/17/20	AA+ / Aaa
Federal Home Loan Mortg Corp	9,989,000.00	9,991,163.43	2.18%	10,000,000.00	9,938,900.00	1.16%	25%	02/09/18	02/11/20	AA+ / Aaa
Federal Home Loan Bank	12,992,947.11	12,993,143.02	2.58%	13,000,000.00	12,989,990.00	1.50%	25%	06/11/18	06/11/20	AA+ / Aaa
Total Government Agencies	232,721,075.11	\$ 232,810,039.38	1.42%	\$ 233,000,000.00	\$ 231,460,080.00	26.93%	100%			

**Santa Cruz County Treasurer's Portfolio
As of June 30, 2018**

ISSUER	COST	BOOK VALUE	YIELD	PAR VALUE	MARKET VALUE (1)	% of PORTFOLIO	% ALLOWED	PURCHASE DATE	MATURITY DATE	CREDIT RATING (2)
Supranationals										
Int Bank of Redevelopment	15,000,000.00	15,000,000.00	1.04%	15,000,000.00	14,906,550.00	1.73%	30%	03/02/16	01/02/19	AAA / Aaa
Int Bank of Redevelopment	15,000,000.00	15,000,000.00	1.25%	15,000,000.00	14,859,900.00	1.73%	30%	04/26/16	04/26/19	AAA / Aaa
Int Bank of Redevelopment	9,853,200.00	9,928,781.59	1.65%	10,000,000.00	9,801,200.00	1.16%	30%	01/04/17	11/27/19	AAA / Aaa
Total Supranational	39,853,200.00	\$ 39,928,781.59	1.27%	\$ 40,000,000.00	\$ 39,567,650.00	4.62%	30%			
Medium Term Notes										
Toyota Motor Credit Corp	14,990,250.00	14,999,448.11	1.66%	15,000,000.00	14,995,500.00	1.73%	10%	12/11/17	07/13/18	AA- / Aa3
Microsoft Corp	11,889,225.00	11,912,385.69	1.62%	11,925,000.00	11,880,877.50	1.38%	10%	11/17/17	11/03/18	AAA / Aaa / AA+
Johnson & Johnson	10,028,500.00	10,006,819.54	1.02%	10,000,000.00	9,906,100.00	1.16%	10%	05/18/16	03/01/19	AAA / Aaa
Johnson & Johnson	7,683,111.00	7,710,574.86	1.70%	7,740,000.00	7,667,321.40	0.89%	10%	11/17/17	03/01/19	AAA / Aaa
Microsoft Corporation	9,998,500.00	9,999,448.61	1.11%	10,000,000.00	9,843,100.00	1.16%	10%	08/08/16	08/08/19	AAA / Aaa / AA+
Apple Inc.	11,518,006.50	11,526,848.92	2.03%	11,550,000.00	11,404,123.50	1.33%	10%	11/21/17	02/07/20	AA+ / Aa1
Wal-Mart Stores Inc.	10,011,300.00	10,011,236.87	2.79%	10,000,000.00	10,026,300.00	1.16%	10%	06/27/18	06/23/20	AA / Aa2 / AA
Total Medium Term Notes	76,118,892.50	\$ 76,166,762.40	1.71%	\$ 76,215,000.00	\$ 75,723,322.40	8.81%	30%			
Negotiable CDs										
Westpac Banking Corp NY	25,000,000.00	25,000,000.00	1.84%	25,000,000.00	24,996,250.00	2.89%	10%	12/19/17	07/25/18	A1+ / P1 / F1+
Svenska Handelsbanken NY	25,000,000.00	25,000,000.00	2.18%	25,000,000.00	25,004,000.00	2.89%	10%	04/27/18	07/27/18	A1+ / P1 / F1+
Toronto Dominion Bank NY	11,099,537.22	11,170,923.24	2.03%	11,100,000.00	11,170,065.67	1.29%	10%	06/01/18	08/06/18	A1+ / P1 / F1+
Toronto Dominion Bank NY	25,000,000.00	25,000,000.00	2.35%	25,000,000.00	25,007,750.00	2.89%	10%	03/27/18	08/22/18	A1+ / P1 / F1+
Union Bank NA	15,000,000.00	15,000,000.00	1.74%	15,000,000.00	14,988,750.00	1.73%	10%	01/12/18	09/12/18	A1 / P1 / F1
Swedbank NY	25,000,000.00	25,000,000.00	2.32%	25,000,000.00	24,999,750.00	2.89%	10%	06/27/18	10/25/18	A1+ / P1 / F1+
Rabobank NY	25,000,000.00	25,000,000.00	2.42%	25,000,000.00	25,003,750.00	2.89%	10%	05/08/18	11/06/18	A1 / P1 / F1+
Total Negotiable CDs	151,099,537.22	\$ 151,170,923.24	2.16%	\$ 151,100,000.00	\$ 151,170,315.67	17.48%	30%			
Checking										
Bank of the West Checking	10,537,544.51	10,537,544.51	0.60%	10,537,544.51	10,537,544.51	1.22%	-	NA	NA	NR
Total Checking	10,537,544.51	\$ 10,537,544.51	0.60%	\$ 10,537,544.51	\$ 10,537,544.51	1.22%	10%			
Money Market Mutual Funds (3)										
Bank of the West MMF	5,000,000.00	5,000,000.00	1.10%	5,000,000.00	5,000,000.00	0.58%	10%	NA	NA	NR
Total Money Market Funds	5,000,000.00	\$ 5,000,000.00	1.10%	\$ 5,000,000.00	\$ 5,000,000.00	0.58%				
Miscellaneous Investments										
Santa Cruz Auditor - Teeter	5,000,000.00	5,000,000.00	1.75%	5,000,000.00	5,000,000.00	0.58%				
LAIF	45,288,461.00	45,288,461.00	1.90%	45,288,461.00	45,288,461.00	5.24%	10%	NA	NA	NR
Lighthouse Bank CD	252,050.82	252,050.82	0.70%	252,050.82	252,050.82	0.03%	10%	04/03/17	04/03/19	FDIC
California GO Municipal Bond	12,191,707.35	12,192,180.71	2.31%	12,195,000.00	12,071,342.70	1.41%	10%	02/15/18	10/01/20	AA- / Aa3 / AA-
Total Misc. Investments	62,732,219.17	62,732,692.53	1.96%	62,735,511.82	62,611,854.52	7.26%				
GRAND TOTAL	863,177,283.99	864,643,201.68	1.59%	865,588,056.33	861,474,595.54	100.00%				

(1) Market Value pricing obtained from Union Bank safekeeper (custodial bank).

(2) Split ratings reflect ratings from S&P and Moodys.

(3) Money Market Mutual Fund balances do not include current month interest.

(4) This US Treasury matured on Saturday 6-30-18. The proceeds of this matured bond are not reflected in SYMPRO.

County of Santa Cruz Investment Pool

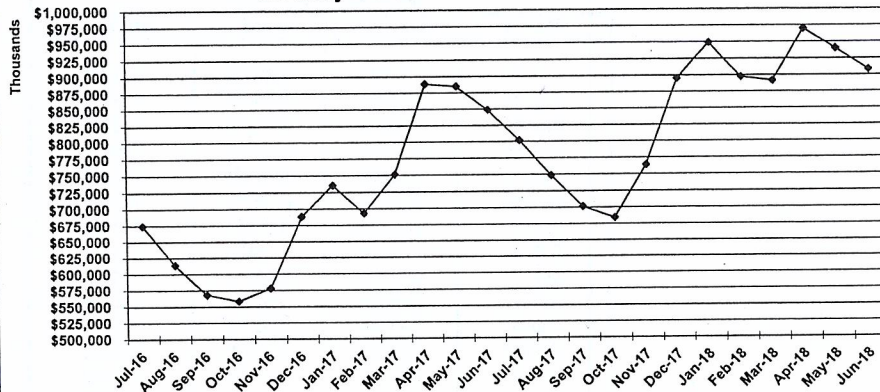
Portfolio Size and Composition

As of June 30, 2018

Monthly Balance History

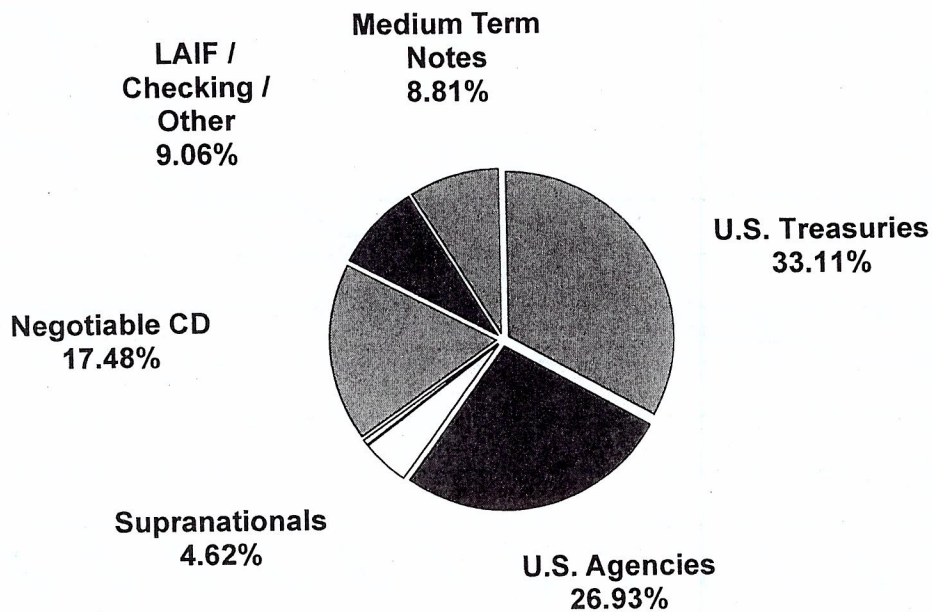
Jul-16	\$ 674,413,796.65
Aug-16	\$ 613,591,270.79
Sep-16	\$ 568,067,686.80
Oct-16	\$ 558,390,040.90
Nov-16	\$ 578,088,827.77
Dec-16	\$ 688,317,349.47
Jan-17	\$ 735,349,123.88
Feb-17	\$ 692,905,328.84
Mar-17	\$ 751,328,804.81
Apr-17	\$ 888,466,358.98
May-17	\$ 884,845,184.36
Jun-17	\$ 848,542,557.86
Jul-17	\$ 802,005,772.15
Aug-17	\$ 748,725,187.72
Sep-17	\$ 701,393,435.49
Oct-17	\$ 684,356,827.43
Nov-17	\$ 763,716,802.73
Dec-17	\$ 895,152,385.06
Jan-18	\$ 949,230,650.05
Feb-18	\$ 897,258,528.52
Mar-18	\$ 891,137,699.55
Apr-18	\$ 969,921,984.10
May-18	\$ 939,980,112.42
Jun-18	\$ 907,918,547.25

Monthly Portfolio Balance Trend



	6/30/2018	3/31/2018	6/30/2017	6/30/2016
U.S. Treasuries	33.11%	32.89%	36.10%	31.31%
U.S. Agencies	26.93%	25.09%	32.52%	38.20%
Supranationals	4.62%	4.36%	4.57%	4.11%
Money Market Fund	0.58%	1.42%	0.57%	1.37%
Commercial Paper	0.00%	0.00%	0.00%	0.00%
Negotiable CD	17.48%	20.74%	8.59%	9.58%
LAIF / BOW / Other	8.48%	8.29%	11.06%	8.31%
Medium Term Note	8.81%	7.22%	6.60%	7.13%
	100%	100%	100%	100%

Portfolio Composition

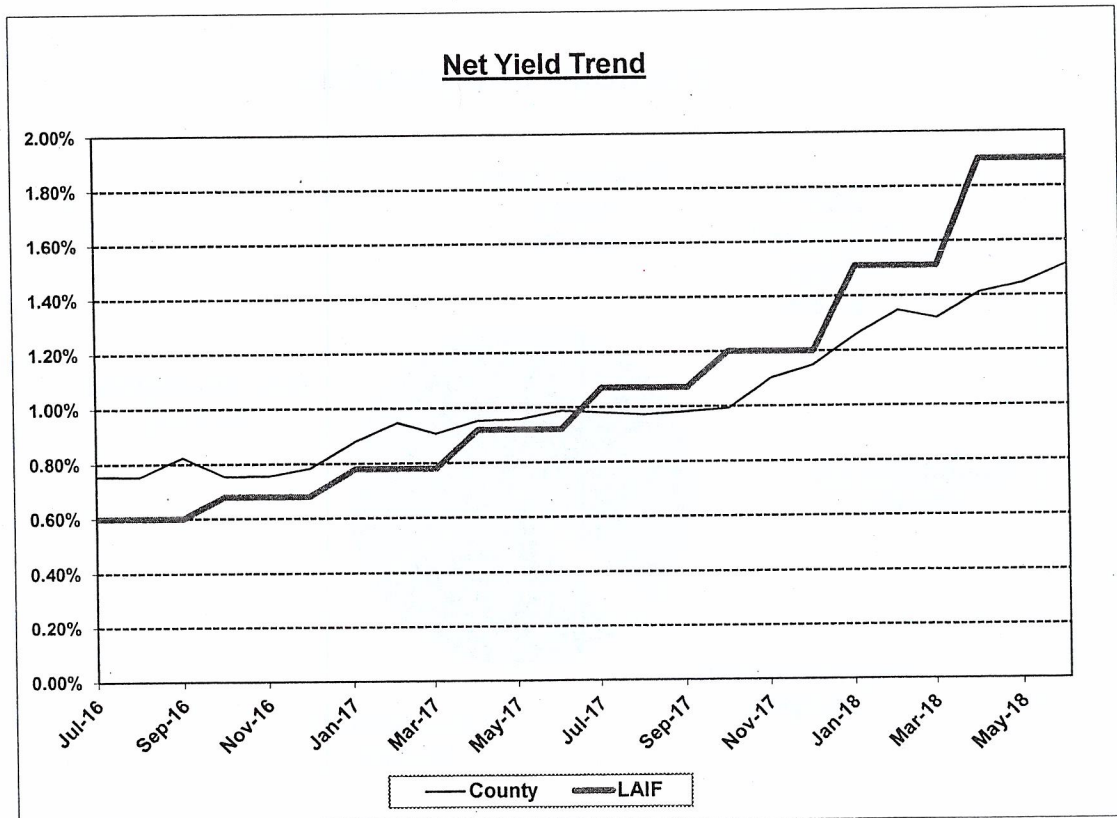


County of Santa Cruz Investment Pool

Portfolio Net Yield

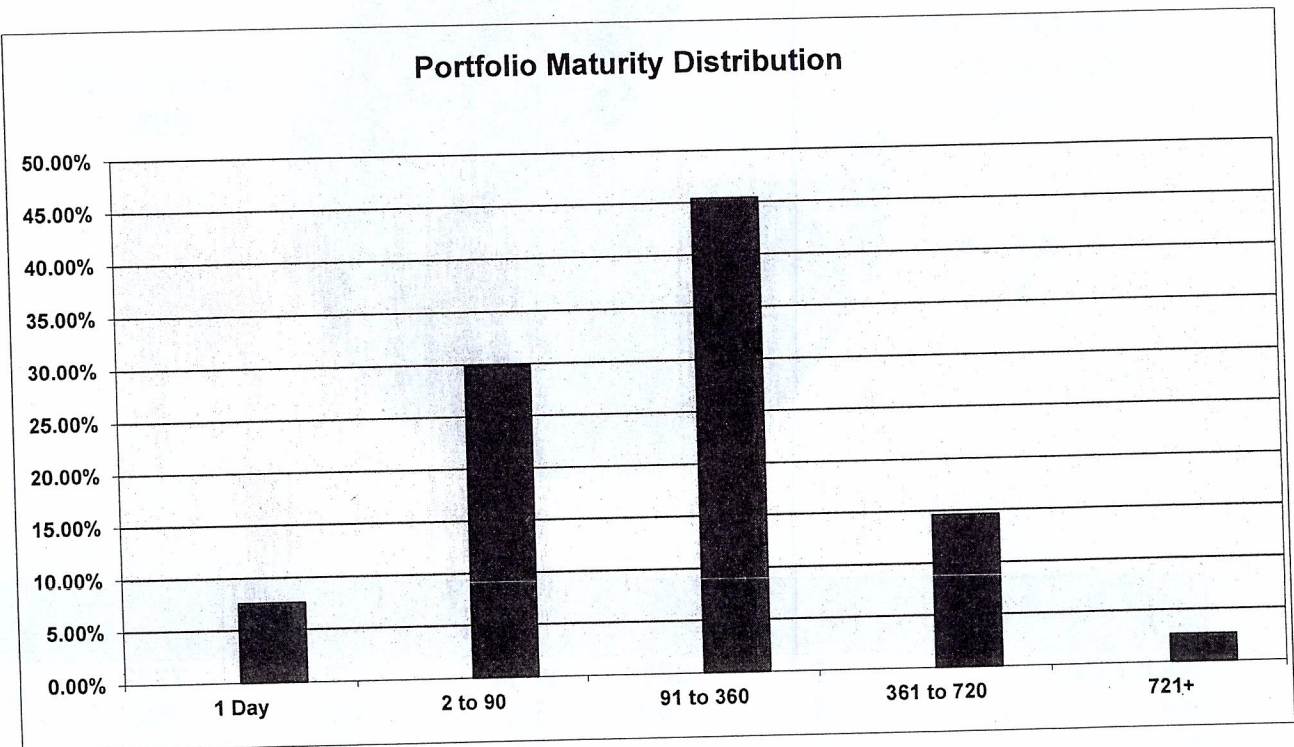
As of June 30, 2018

Apportionment Rate			
Month	County	LAIF	Difference
Jul-16	0.754%	0.600%	0.15%
Aug-16	0.753%	0.600%	0.15%
Sep-16	0.824%	0.600%	0.22%
Oct-16	0.754%	0.680%	0.07%
Nov-16	0.755%	0.680%	0.08%
Dec-16	0.783%	0.680%	0.10%
Jan-17	0.880%	0.780%	0.10%
Feb-17	0.947%	0.780%	0.17%
Mar-17	0.907%	0.780%	0.13%
Apr-17	0.953%	0.920%	0.03%
May-17	0.957%	0.920%	0.04%
Jun-17	0.986%	0.920%	0.07%
Jul-17	0.979%	1.070%	-0.09%
Aug-17	0.971%	1.070%	-0.10%
Sep-17	0.981%	1.070%	-0.09%
Oct-17	0.993%	1.200%	-0.21%
Nov-17	1.103%	1.200%	-0.10%
Dec-17	1.148%	1.200%	-0.05%
Jan-18	1.257%	1.510%	-0.25%
Feb-18	1.346%	1.510%	-0.16%
Mar-18	1.319%	1.510%	-0.19%
Apr-18	1.412%	1.900%	-0.49%
May-18	1.445%	1.900%	-0.46%
Jun-18	1.512%	1.900%	-0.39%

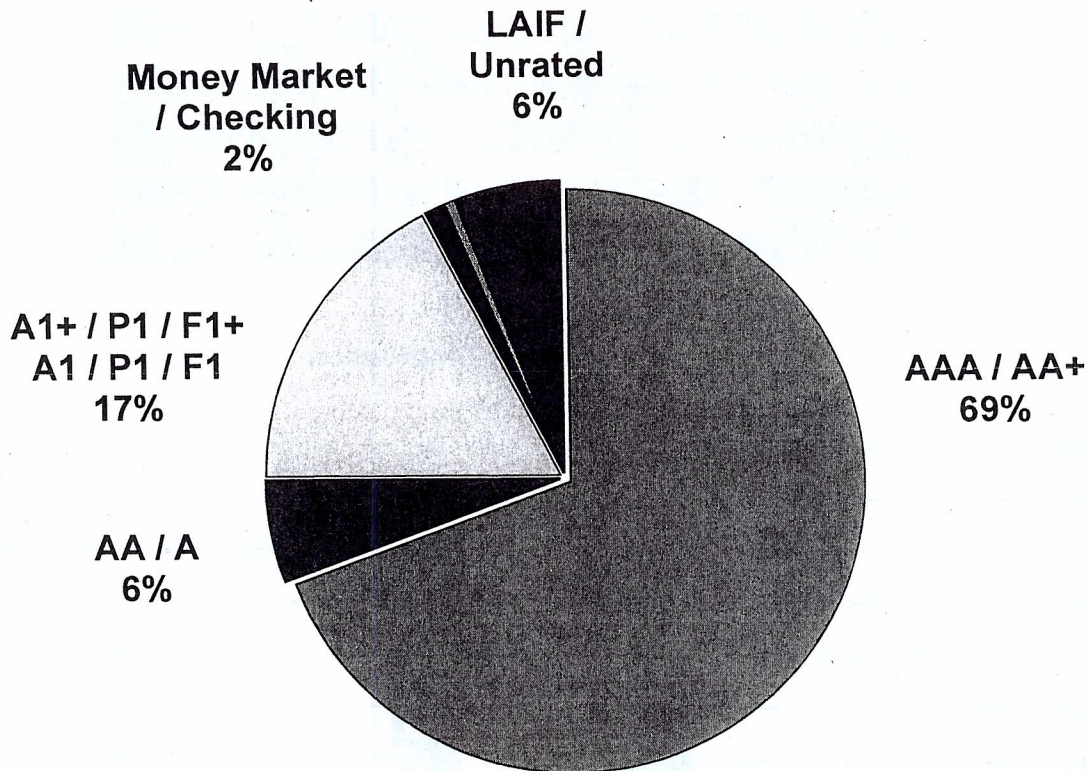


County of Santa Cruz Investment Pool
Maturity Distribution
 June 30, 2018

Maturing In:	6/30/2018	3/31/2018	6/30/2017	6/30/2016
1 Day	7.60%	7.18%	8.85%	5.71%
2 to 90	29.84%	22.09%	18.65%	20.29%
91 to 360	45.39%	50.54%	25.14%	28.00%
361 to 720	14.57%	18.86%	38.51%	30.14%
721+	2.60%	1.35%	8.85%	15.86%
Total	100%	100%	100%	100%
WAM (days)	194	219	319	377
Duration	0.53	0.60	0.87	1.03



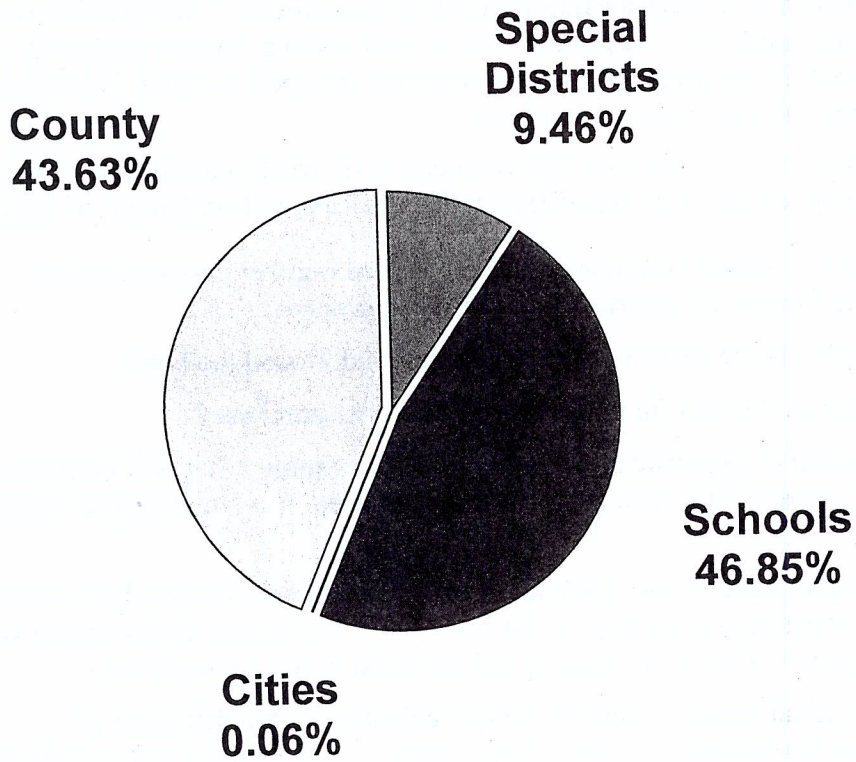
County of Santa Cruz Investment Pool
Credit Quality Distribution
June 30, 2018



Market Value					
Rating	(\$ ml)	6/30/2018	3/31/2018	6/30/2017	6/30/2016
AAA / AA+ *	\$ 600	69%	67%	77%	76%
AA	\$ 49	6%	4%	3%	4%
A	\$ -	0%	0%	0%	0%
A1 / P1 / F1	\$ 151	17%	21%	9%	10%
Checking	\$ 10	1%	1%	2%	2%
Money Market	\$ 5	1%	1%	1%	1%
LAIF / Unrated	\$ 50	6%	6%	9%	7%
Total Portfolio Value	\$ 865	100%	100%	100%	100%

* The AAA / AA+ category includes securities rated Aaa / AAA and Aaa / AA+

County of Santa Cruz Investment Pool
Source of Funds
 As of June 30, 2018



	6/30/2018	6/30/2017	6/30/2016
County	43.63%	34.91%	39.96%
Special Districts	9.46%	10.61%	11.66%
Schools	46.85%	54.01%	47.86%
Cities	0.06%	0.46%	0.52%
Total	100%	100%	100%

DETAILED LIST OF INVESTMENTS OUTSTANDING

As of June 30, 2018

REPORT DESCRIPTION

The **Detailed List of Investments Outstanding** lists active investments in the portfolio on a specific date providing information on the market values, book values, interest rates and yields. It is arranged so that the securities of the same type are grouped together. What follows is a description of the abbreviations used in the report.

CUSIP – The CUSIP number is a 9-character alphanumeric code which identifies a North American financial security for the purposes of facilitating clearing and settlement of trades.

INVESTMENT NUMBER – This is a unique system-generated number assigned to the security. Assigned by the County for internal identification purposes.

ISSUER – The issuer named is the name of the institution which issued the bond.

PURCHASE DATE – This is the date on which the security was purchased.

PAR VALUE – The nominal or face value of a bond. This is the amount that will be received at maturity with accrued interest. It is also the amount that is used in calculating the interest received on the bond.

MARKET VALUE – Market value is the dollar amount the security could have been sold for on the report date. By comparing this number to the book value one is able to determine what, if any, loss or gain we would realize if we were to sell the bond in the open market.

BOOK VALUE – The original cost for each investment adjusted for amortization of premiums or accretions of discounts to the date of the report. Amortizations and accretions are calculated on a straight line basis.

STATED RATE – In most cases this is the coupon rate (rate of interest) set on a bond at the issue date by the issuer. If the security has no coupon (discount note, UST Bill or CP) then the stated rate is the yield to maturity on the date that the bond is purchased. The stated rate is not intended for comparing yields between different investments because the item may have been purchased at a discount or premium to par.

YTM – This is the Yield to Maturity. This is what the yield will be on the bond if it is held to maturity.

DAYS TO MATURITY – This is the number of days remaining between the report date and the maturity date.

MATURITY DATE – The maturity date is the date when a bond matures. On the maturity date an issuer of a security will pay the holder of the security the par value plus any accrued interest earned on the security from the date of last distribution.



**Quarterly Reports
Portfolio Management
Portfolio Summary
June 30, 2018**

	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
Investments								
U.S. Treasury Notes/ Bonds	252,000,000.00	250,420,228.44	251,310,808.03	29.95	563	168	1.373	1.392
Federal Agency Issues - Coupon	233,000,000.00	231,460,080.00	232,810,039.38	27.75	758	289	1.399	1.418
Medium Term Notes	76,215,000.00	75,723,322.40	76,166,762.40	9.08	640	315	1.682	1.705
Negotiable CDs	151,100,000.00	151,170,315.67	151,170,923.24	18.02	155	67	2.131	2.161
Municipal Bonds	12,195,000.00	12,071,342.70	12,192,180.71	1.45	959	823	2.275	2.307
Santa Cruz County Auditor Loan	5,000,000.00	5,000,000.00	5,000,000.00	0.60	32	30	1.750	1.774
Local Agency Investment Fund (LAIF)	45,288,461.00	45,288,461.00	45,288,461.00	5.40	1	1	1.874	1.900
Treasury Discounts -Amortizing	20,000,000.00	19,983,600.00	19,985,650.00	2.38	239	18	1.466	1.487
Supranationals	40,000,000.00	39,567,650.00	39,928,781.59	4.76	1,063	310	1.252	1.270
Money Market Mutual Funds 02	5,000,000.00	5,000,000.00	5,000,000.00	0.60	1	1	1.598	1.620
Rolling Repurchase Agreements - 3	252,050.82	252,050.82	252,050.82	0.03	730	276	0.690	0.700
	840,050,511.82	835,937,051.03	839,105,657.17	100.00%	536	199	1.585	1.607

Investments

	June 30 Period Ending	Fiscal Year Ending
Total Earnings		
Current Year	3,621,978.10	11,168,753.58
Average Daily Balance	939,281,312.36	
Effective Rate of Return	1.55%	

Santa Cruz County Treasurer,

Quarterly Reports
Portfolio Management
Portfolio Details - Investments
June 30, 2018

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
U.S. Treasury Notes/ Bonds												
912828XK1	22212	US Treasury N/B		12/30/2016	17,000,000.00	16,994,390.00	16,998,494.63	0.875	1.093	1.108	14	07/15/2018
912828S68	22207	US Treasury N/B		12/02/2016	15,000,000.00	14,987,250.00	14,995,997.06	0.750	1.063	1.078	30	07/31/2018
912828K82	22220	US Treasury N/B		03/06/2017	17,000,000.00	16,981,980.00	16,996,654.49	1.000	1.145	1.161	45	08/15/2018
9128282C3	22239	US Treasury N/B		11/07/2017	18,000,000.00	17,965,980.00	17,979,060.13	0.750	1.434	1.454	61	08/31/2018
912828L40	22233	US Treasury N/B		04/25/2017	17,000,000.00	16,967,360.00	16,994,337.17	1.000	1.146	1.162	76	09/15/2018
912828T42	22216	US Treasury N/B		01/11/2017	15,000,000.00	14,954,400.00	14,986,223.46	0.750	1.108	1.123	91	09/30/2018
912828RH5	22253	US Treasury N/B		12/21/2017	18,000,000.00	17,972,640.00	17,986,886.59	1.375	1.647	1.670	91	09/30/2018
912828L81	22234	US Treasury N/B		04/26/2017	15,000,000.00	14,951,700.00	14,986,120.81	0.875	1.181	1.198	106	10/15/2018
912828L81	22268	US Treasury N/B		05/22/2018	15,000,000.00	14,964,968.44	14,963,070.46	0.875	2.010	2.038	106	10/15/2018
912828T83	22228	US Treasury N/B		03/29/2017	18,000,000.00	17,925,480.00	17,971,652.32	0.750	1.211	1.228	122	10/31/2018
912828P53	22203	US Treasury N/B		11/16/2016	15,000,000.00	14,864,100.00	14,967,966.85	0.750	1.081	1.096	229	02/15/2019
912828R44	22263	US Treasury N/B		04/05/2018	20,000,000.00	19,748,400.00	19,782,233.80	0.875	2.116	2.145	318	05/15/2019
912828R85	22258	US Treasury N/B		01/31/2018	15,000,000.00	14,790,300.00	14,840,496.10	0.875	1.979	2.007	349	06/15/2019
912828S43	22206	US Treasury N/B		11/28/2016	17,000,000.00	16,718,480.00	16,899,748.03	0.750	1.311	1.329	379	07/15/2019
9128282G4	22202	US Treasury N/B		11/10/2016	20,000,000.00	19,632,800.00	19,961,866.13	0.875	1.021	1.036	441	09/15/2019
Subtotal and Average			289,592,044.55		252,000,000.00	250,420,228.44	251,310,808.03		1.373	1.392	168	
Federal Agency Issues - Coupon												
3133EGML6	22218	Federal Farm Credit Bank		01/19/2017	15,000,000.00	14,992,500.00	14,997,468.92	0.750	1.096	1.111	17	07/18/2018
3133EGTE5	22201	Federal Farm Credit Bank		09/06/2016	15,000,000.00	14,971,500.00	15,000,000.00	0.930	0.917	0.930	67	09/06/2018
3133EGJ48	22204	Federal Farm Credit Bank		11/16/2016	18,000,000.00	17,917,200.00	17,995,059.00	0.890	0.951	0.964	138	11/16/2018
3130AAE46	22211	Federal Home Loan Bank		12/15/2016	10,000,000.00	9,947,900.00	9,998,260.32	1.250	1.265	1.283	199	01/16/2019
3133EG3X1	22217	Federal Farm Credit Bank		01/17/2017	15,000,000.00	14,923,500.00	15,000,000.00	1.250	1.233	1.250	200	01/17/2019
3135G0M67	22199	Federal National Mort. Assoc.		07/25/2016	10,000,000.00	9,931,000.00	10,000,000.00	1.000	0.986	1.000	208	01/25/2019
3135G0H63	22245	Federal National Mort. Assoc.		11/15/2017	20,000,000.00	19,901,400.00	19,973,706.70	1.375	1.584	1.606	211	01/28/2019
3133782M2	22219	Federal Home Loan Bank		03/02/2017	15,000,000.00	14,924,250.00	15,020,647.98	1.500	1.278	1.296	250	03/08/2019
3130A7L37	22194	Federal Home Loan Bank		05/13/2016	15,000,000.00	14,891,250.00	15,028,966.44	1.250	0.958	0.972	257	03/15/2019
3136G3NA9	22196	Federal National Mort. Assoc.		05/23/2016	15,000,000.00	14,845,950.00	15,000,000.00	1.200	1.184	1.200	326	05/23/2019
3130ABF92	22264	Federal Home Loan Bank		04/16/2018	15,000,000.00	14,867,250.00	14,886,526.12	1.375	2.192	2.222	331	05/28/2019
3133EGCA1	22197	Federal Farm Credit Bank		06/03/2016	14,000,000.00	13,827,380.00	13,988,595.19	1.060	1.134	1.150	337	06/03/2019
3130AB2G0	22227	Federal Home Loan Bank		03/29/2017	18,000,000.00	17,825,760.00	17,995,479.50	1.400	1.407	1.426	361	08/27/2019
3137EAAE5	22244	Fed. Home Loan Mtg. Corp		11/15/2017	15,000,000.00	14,764,350.00	14,941,022.76	1.500	1.736	1.760	565	01/17/2020
3130ADN32	22259	Federal Home Loan Bank		02/09/2018	10,000,000.00	9,938,900.00	9,991,163.43	2.125	2.151	2.181	590	02/11/2020
3133EJRL5	22270	Federal Farm Credit Bank		06/11/2018	13,000,000.00	12,989,990.00	12,993,143.02	2.550	2.543	2.578	711	06/11/2020
Subtotal and Average			242,045,867.61		233,000,000.00	231,460,080.00	232,810,039.38		1.399	1.418	289	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Medium Term Notes												
89236TCP8	22251	Toyota Motor Credit Corp		12/11/2017	15,000,000.00	14,995,500.00	14,999,448.11	1.550	1.638	1.661	12	07/13/2018
594918BF0	22246	Microsoft Corp		11/17/2017	11,925,000.00	11,880,877.50	11,912,385.69	1.300	1.593	1.616	125	11/03/2018
478160BR4	22195	Johnson & Johnson		05/18/2016	10,000,000.00	9,906,100.00	10,006,819.54	1.125	1.007	1.021	243	03/01/2019
478160BR4	22247	Johnson & Johnson		11/17/2017	7,740,000.00	7,667,321.40	7,710,574.66	1.125	1.680	1.704	243	03/01/2019
594918BN3	22200	Microsoft Corp		08/08/2016	10,000,000.00	9,843,100.00	9,999,448.61	1.100	1.090	1.105	403	08/08/2019
037833CK4	22248	Apple Inc		11/21/2017	11,550,000.00	11,404,123.50	11,526,848.92	1.900	2.000	2.028	586	02/07/2020
931142EG4	22271	Wal-Mart Stores Inc.		06/27/2018	10,000,000.00	10,026,300.00	10,011,236.87	2.850	2.753	2.791	723	06/23/2020
Subtotal and Average			66,585,056.81		76,215,000.00	75,723,322.40	76,166,762.40		1.682	1.705	315	
Negotiable CDs												
96121T5E4	22252	Westpac Banking Corp NY		12/19/2017	25,000,000.00	24,996,250.00	25,000,000.00	1.810	1.810	1.835	24	07/25/2018
86958JE21	22266	Svenska Handelsbanken NY		04/27/2018	25,000,000.00	25,004,000.00	25,000,000.00	2.150	2.150	2.180	26	07/27/2018
89113XWH3	22269	Toronto Dominion Bank		06/01/2018	11,100,000.00	11,170,065.67	11,170,923.24	1.990	2.000	2.028	36	08/06/2018
89113XB94	22261	Toronto Dominion Bank NY		03/27/2018	25,000,000.00	25,007,750.00	25,000,000.00	2.320	2.320	2.352	52	08/22/2018
62478TZK8	22256	MUFG Union Bank NA		01/12/2018	15,000,000.00	14,988,750.00	15,000,000.00	1.720	1.720	1.744	73	09/12/2018
87019VLU9	22272	Swedbank NY		06/27/2018	25,000,000.00	24,999,750.00	25,000,000.00	2.290	2.290	2.322	116	10/25/2018
21685V4C0	22267	Rabobank N.Y.		05/08/2018	25,000,000.00	25,003,750.00	25,000,000.00	2.390	2.390	2.423	128	11/06/2018
Subtotal and Average			184,891,479.64		151,100,000.00	151,170,315.67	151,170,923.24		2.131	2.161	67	
Municipal Bonds												
13063DDE5	22260	State of California		02/15/2018	12,195,000.00	12,071,342.70	12,192,180.71	2.300	2.275	2.307	823	10/01/2020
Subtotal and Average			12,192,959.62		12,195,000.00	12,071,342.70	12,192,180.71		2.275	2.307	823	
Santa Cruz County Auditor Loan												
SYS22273	22273	Santa Cruz County Auditor		06/29/2018	5,000,000.00	5,000,000.00	5,000,000.00	1.750	1.750	1.774	30	07/31/2018
Subtotal and Average			109,890.11		5,000,000.00	5,000,000.00	5,000,000.00		1.750	1.774	30	
Local Agency Investment Fund (LAIF)												
SYS6501	6501	LAIF (General Fund)			45,288,461.00	45,288,461.00	45,288,461.00	1.900	1.874	1.900	1	
Subtotal and Average			60,779,889.72		45,288,461.00	45,288,461.00	45,288,461.00		1.874	1.900	1	
Union Bank Activity - Dividend												
SYS21111	21111	Union Bank			0.00	0.00	0.00	1.540	1.519	1.540	1	
Subtotal and Average			72.27		0.00	0.00	0.00		0.000	0.000	0	

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	YTM 365	Days to Maturity	Maturity Date
Treasury Discounts -Amortizing												
912796MK2	22250	US Treasury Bill		11/22/2017	20,000,000.00	19,983,600.00	19,985,650.00	1.435	1.466	1.487	18	07/19/2018
		Subtotal and Average	19,949,775.00		20,000,000.00	19,983,600.00	19,985,650.00		1.466	1.487	18	
Supranationals												
45905UVD3	22187	Int Bank of Recon & Redev		03/02/2016	15,000,000.00	14,906,550.00	15,000,000.00	1.040	1.026	1.040	185	01/02/2019
459058FC2	22191	Int Bank of Recon & Redev		04/26/2016	15,000,000.00	14,859,900.00	15,000,000.00	1.250	1.233	1.250	299	04/26/2019
459058FS7	22214	Int Bank of Recon & Redev		01/04/2017	10,000,000.00	9,801,200.00	9,928,781.59	1.125	1.623	1.646	514	11/27/2019
		Subtotal and Average	39,922,540.74		40,000,000.00	39,567,650.00	39,928,781.59		1.252	1.270	310	
Money Market Mutual Funds 02												
032 005 207	21923	Bank of the West		03/16/2009	5,000,000.00	5,000,000.00	5,000,000.00	1.620	1.598	1.620	1	
		Subtotal and Average	22,959,843.44		5,000,000.00	5,000,000.00	5,000,000.00		1.598	1.620	1	
Rolling Repurchase Agreements - 3												
CD-101345	22231	Lighthouse Bank		04/03/2017	252,050.82	252,050.82	252,050.82	0.700	0.690	0.700	276	04/03/2019
		Subtotal and Average	251,892.87		252,050.82	252,050.82	252,050.82		0.690	0.700	276	
Total and Average			939,281,312.37		840,050,511.82	835,937,051.03	839,105,657.17		1.585	1.607	199	

SECURITIES ACTIVITY BY BROKER

A Report on the

Investment Transactions by Broker-Dealer
For the Period Indicated



**Quarterly Reports
Activity Report
Sorted By Dealer
April 1, 2018 - June 30, 2018**

CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value		Current Rate	Transaction Date	Purchases or Deposits	Par Value		Ending Balance
				Beginning Balance					Redemptions or Withdrawals		
Dealer: Bank of the West											
Money Market Mutual Funds 02											
032 005 207	21923	Bank of the West				1.620		193,022,171.90	201,022,171.90		
		Subtotal and Balance		13,000,000.00				193,022,171.90	201,022,171.90		5,000,000.00
		Dealer Subtotal	0.595%	13,000,000.00				193,022,171.90	201,022,171.90		5,000,000.00
Dealer: Jeffries & Company, INC											
U.S. Treasury Notes/ Bonds											
912828L81	22268	US Treasury N/B				0.875	05/22/2018	15,000,000.00	0.00		
		Subtotal and Balance		140,000,000.00				15,000,000.00	0.00		155,000,000.00
Federal Agency Issues - Coupon											
3133EHDQ3	22226	Federal Farm Credit Bank				1.180	06/27/2018	0.00	15,000,000.00		
3133EJRL5	22270	Federal Farm Credit Bank				2.550	06/11/2018	13,000,000.00	0.00		
		Subtotal and Balance		58,000,000.00				13,000,000.00	15,000,000.00		56,000,000.00
Treasury Discounts -Amortizing											
		Subtotal and Balance		20,000,000.00							20,000,000.00
		Dealer Subtotal	27.498%	218,000,000.00				28,000,000.00	15,000,000.00		231,000,000.00
Dealer: Keybanc Capital Mark											
U.S. Treasury Notes/ Bonds											
912828XA3	22180	US Treasury N/B				1.000	05/15/2018	0.00	15,000,000.00		
912828XF2	22241	US Treasury N/B				1.125	06/15/2018	0.00	15,000,000.00		
		Subtotal and Balance		60,000,000.00				0.00	30,000,000.00		30,000,000.00
Federal Agency Issues - Coupon											
313379DT3	22232	Federal Home Loan Bank				1.250	06/08/2018	0.00	10,000,000.00		
3130ABF92	22264	Federal Home Loan Bank				1.375	04/16/2018	15,000,000.00	0.00		

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April 1, 2018 - June 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Par Value		
				Beginning Balance			Purchases or Deposits	Redemptions or Withdrawals	Ending Balance
				73,000,000.00			15,000,000.00	10,000,000.00	78,000,000.00
		Subtotal and Balance							
		Dealer Subtotal	12.856%	133,000,000.00			15,000,000.00	40,000,000.00	108,000,000.00
Dealer: LAIF (General Fund)									
		Local Agency Investment Fund (LAIF)							
SYS6501	6501	LAIF (General Fund)			1.900		48,288,461.00	55,112,100.22	
		Subtotal and Balance		52,112,100.22			48,288,461.00	55,112,100.22	45,288,461.00
		Dealer Subtotal	5.391%	52,112,100.22			48,288,461.00	55,112,100.22	45,288,461.00
Dealer: Lighthouse Bank									
		Rolling Repurchase Agreements - 3							
CD-101345	22231	Lighthouse Bank			0.700	04/03/2019	444.32	0.00	
		Subtotal and Balance		251,606.50			444.32	0.00	252,050.82
		Dealer Subtotal	0.030%	251,606.50			444.32	0.00	252,050.82
Dealer: Multi-Bank Secutities Inc									
		Federal Agency Issues - Coupon							
		Subtotal and Balance		30,000,000.00					30,000,000.00
		Medium Term Notes							
		Subtotal and Balance		19,290,000.00					19,290,000.00
		Supranationals							
		Subtotal and Balance		15,000,000.00					15,000,000.00
		Dealer Subtotal	7.653%	64,290,000.00			0.00	0.00	64,290,000.00
Dealer: MUFG Union Bank NA									
		U.S. Treasury Notes/ Bonds							
912828R44	22263	US Treasury N/B			0.875	04/05/2018	20,000,000.00	0.00	
		Subtotal and Balance		0.00			20,000,000.00	0.00	20,000,000.00

Quarterly Reports
Activity Report
April 1, 2018 - June 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value	Current Rate	Transaction Date	Purchases or Deposits	Par Value	Redemptions or Withdrawals	Ending Balance
				Beginning Balance						
Dealer: MUFG Union Bank NA										
Medium Term Notes										
931142EG4	22271	Wal -Mart Stores Inc.			2.850	06/27/2018	10,000,000.00	0.00		
Subtotal and Balance				0.00			10,000,000.00	0.00		10,000,000.00
Negotiable CDs										
62478TC98	22265	MUFG Union Bank NA			1.910	04/17/2018	10,000,000.00	0.00		
62478TC98	22265	MUFG Union Bank NA				06/26/2018	0.00	10,000,000.00		
89113XWH3	22269	Toronto Dominion Bank			1.990	06/01/2018	11,100,000.00	0.00		
Subtotal and Balance				15,000,000.00			21,100,000.00	10,000,000.00		26,100,000.00
Municipal Bonds										
Subtotal and Balance				12,195,000.00						12,195,000.00
Dealer Subtotal				8.130%	27,195,000.00		51,100,000.00	10,000,000.00		68,295,000.00
Dealer: Prebon										
Medium Term Notes										
Subtotal and Balance				36,925,000.00						36,925,000.00
Negotiable CDs										
86958JYF0	22257	Svenska Handelsbanken NY			1.680	04/27/2018	0.00	25,000,000.00		
86958JE21	22266	Svenska Handelsbanken NY			2.150	04/27/2018	25,000,000.00	0.00		
21685V4C0	22267	Rabobank N.Y.			2.390	05/08/2018	25,000,000.00	0.00		
Subtotal and Balance				75,000,000.00			50,000,000.00	25,000,000.00		100,000,000.00
Dealer Subtotal				16.300%	111,925,000.00		50,000,000.00	25,000,000.00		136,925,000.00
Dealer: Royal Bank Canada Capital Mrkt										
U.S. Treasury Notes/ Bonds										
912828VE7	22243	US Treasury N/B			1.000	05/31/2018	0.00	20,000,000.00		
Subtotal and Balance				52,000,000.00			0.00	20,000,000.00		32,000,000.00
Federal Agency Issues - Coupon										
Subtotal and Balance				10,000,000.00						10,000,000.00

Data Updated: SET_QE: 07/18/2018 07:53

Run Date: 07/18/2018 - 07:53

Portfolio SCRZ
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Quarterly Reports
Activity Report
April 1, 2018 - June 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
Dealer: Royal Bank Canada Capital Mkt									
Negotiable CDs									
78009N3E4	22240	Royal Bank of Canada			1.530	05/08/2018	0.00	25,000,000.00	
05252VMW0	22254	Australia & New Zealand Bank			1.730	06/28/2018	0.00	25,000,000.00	
21685VW54	22255	Rabobank Nederland NV NY			1.660	05/04/2018	0.00	25,000,000.00	
65590AUA2	22262	Nordea Bank AB (PUBL) / NY			2.210	06/28/2018		25,000,000.00	
87019VLU9	22272	Swedbank NY			2.290	06/27/2018	25,000,000.00	0.00	
Subtotal and Balance				100,000,000.00			25,000,000.00	100,000,000.00	25,000,000.00
Supranationals									
Subtotal and Balance				10,000,000.00					10,000,000.00
Dealer Subtotal			9.166%	172,000,000.00			25,000,000.00	120,000,000.00	77,000,000.00
Dealer: SANTA CRUZ COUNTY									
Santa Cruz County Auditor Loan									
SYS22273	22273	Santa Cruz County Auditor			1.750	06/29/2018	5,000,000.00	0.00	
Subtotal and Balance				0.00			5,000,000.00	0.00	5,000,000.00
Dealer Subtotal			0.595%	0.00			5,000,000.00	0.00	5,000,000.00
Dealer: Stifel Nicolaus & Co									
U.S. Treasury Notes/ Bonds									
912828VK3	22242	US Treasury N/B			1.375	07/02/2018	0.00	15,000,000.00	
Subtotal and Balance				30,000,000.00			0.00	15,000,000.00	15,000,000.00
Federal Agency Issues - Coupon									
Subtotal and Balance				30,000,000.00					30,000,000.00
Dealer Subtotal			5.357%	60,000,000.00			0.00	15,000,000.00	45,000,000.00
Dealer: Union Bank									
Union Bank Activity - Dividend									
SYS21111	21111	Union Bank			1.540		627.09	627.09	

Quarterly Reports
Activity Report
April 1, 2018 - June 30, 2018

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CUSIP	Investment #	Issuer	Percent of Portfolio	Par Value Beginning Balance	Current Rate	Transaction Date	Purchases or Deposits	Par Value Redemptions or Withdrawals	Ending Balance
				0.00			627.09	627.09	0.00
				0.00			627.09	627.09	0.00
Dealer: Wells Fargo Securities LLC									
				29,000,000.00					29,000,000.00
				10,000,000.00					10,000,000.00
				15,000,000.00					15,000,000.00
				54,000,000.00			0.00	0.00	54,000,000.00
				905,773,706.72			415,411,704.31	481,134,899.21	840,050,511.82

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Portfolio SCRZ

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Report Ver. 7.3.2

ACCRUED INTEREST REPORT

As of June 30, 2018

REPORT DESCRIPTION

The **Accrued Interest Report** shows the amount of interest earned, but not yet received, for each active investment within the portfolio. Within the date range, the report displays the amount of interest accrued as of the report beginning date, the amount of interest earned during the reporting period, the amount of interest recorded as received, and the ending accrued interest. What follows is a description of the report's headings.

ISSUER – Issuer is the name of the institution which issued the investment.

INVESTMENT NUMBER – The investment number is a unique number that identifies the investment position.

SECURITY TYPE – This heading is a three-character code assigned by the program to identify each type of investment.

PAR VALUE – The nominal or face value of the security.

MATURITY DATE – The maturity date is the date on when an investment will mature.

CURRENT RATE – For coupon instruments, the current rate is the coupon or interest rate at the time of purchase. For discount instruments, the current rate is the yield to maturity.

BEGINNING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report beginning date.

INTEREST EARNED – This column shows the amount of interest earned during the selected reporting period.

INTEREST RECEIVED – This column includes the amount of interest posted as received during the selected reporting period.

ENDING ACCRUED INTEREST – This column displays the amount of interest earned, but not yet received, as of the report ending date.



**Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date
April 1, 2018 - June 30, 2018**

CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
U.S. Treasury Notes/ Bonds										
912828XA3	22180	TRC	0.00	05/15/2018	1.000	56,767.96	0.00	18,232.04	75,000.00	0.00
912828VE7	22243	TRC	0.00	05/31/2018	1.000	67,032.97	0.00	32,967.03	100,000.00	0.00
912828XF2	22241	TRC	0.00	06/15/2018	1.125	49,605.08	0.00	34,769.92	84,375.00	0.00
912828VK3	22242	TRC	0.00	06/30/2018	1.375	51,847.38	0.00	51,277.62	0.00	103,125.00
912828XK1	22212	TRC	17,000,000.00	07/15/2018	0.875	31,229.28	0.00	37,392.96	0.00	68,622.24
912828S68	22207	TRC	15,000,000.00	07/31/2018	0.750	18,646.41	0.00	28,280.39	0.00	46,926.80
912828K82	22220	TRC	17,000,000.00	08/15/2018	1.000	21,132.60	0.00	42,734.81	0.00	63,867.41
9128282C3	22239	TRC	18,000,000.00	08/31/2018	0.750	11,739.13	0.00	33,383.15	0.00	45,122.28
912828L40	22233	TRC	17,000,000.00	09/15/2018	1.000	7,853.26	0.00	42,038.04	0.00	49,891.30
912828T42	22216	TRC	15,000,000.00	09/30/2018	0.750	56,557.38	0.00	27,971.31	56,250.00	28,278.69
912828RH5	22253	TRC	18,000,000.00	09/30/2018	1.375	124,426.23	0.00	61,536.89	123,750.00	62,213.12
912828L81	22234	TRC	15,000,000.00	10/15/2018	0.875	60,576.92	0.00	32,660.78	65,625.00	27,612.70
912828L81	22268	TRC	15,000,000.00	10/15/2018	0.875	0.00	13,268.44	14,344.26	0.00	27,612.70
912828T83	22228	TRC	18,000,000.00	10/31/2018	0.750	56,685.08	0.00	33,559.48	67,500.00	22,744.56
912828P53	22203	TRC	15,000,000.00	02/15/2019	0.750	13,984.81	0.00	28,280.39	0.00	42,265.20
912828R44	22263	TRC	20,000,000.00	05/15/2019	0.875	0.00	68,162.98	41,687.56	87,500.00	22,350.54
912828R85	22258	TRC	15,000,000.00	06/15/2019	0.875	38,581.73	0.00	32,780.97	65,625.00	5,737.70
912828S43	22206	TRC	17,000,000.00	07/15/2019	0.750	26,767.96	0.00	32,051.10	0.00	58,819.06
9128282G4	22202	TRC	20,000,000.00	09/15/2019	0.875	8,084.24	0.00	43,274.46	0.00	51,358.70
Subtotal			252,000,000.00			701,518.42	81,431.42	669,223.16	725,625.00	726,548.00
Federal Agency Issues - Coupon										
313379DT3	22232	FAC	0.00	06/08/2018	1.250	39,236.11	0.00	23,263.89	62,500.00	0.00
3133EHDQ3	22226	FAC	0.00	06/27/2018	1.180	46,216.67	0.00	42,283.33	88,500.00	0.00
3133EGML6	22218	FAC	15,000,000.00	07/18/2018	0.750	22,812.50	0.00	28,125.00	0.00	50,937.50
3133EGTE5	22201	FAC	15,000,000.00	09/06/2018	0.930	9,687.50	0.00	34,875.00	0.00	44,562.50
3133EGJ48	22204	FAC	18,000,000.00	11/16/2018	0.890	60,075.00	0.00	40,050.00	80,100.00	20,025.00
3130AAE46	22211	FAC	10,000,000.00	01/16/2019	1.250	26,041.67	0.00	31,250.00	0.00	57,291.67
3133EG3X1	22217	FAC	15,000,000.00	01/17/2019	1.250	38,541.67	0.00	46,875.00	0.00	85,416.67
3135G0M67	22199	FAC	10,000,000.00	01/25/2019	1.000	18,333.33	0.00	25,000.00	0.00	43,333.33
3135G0H63	22245	FAC	20,000,000.00	01/28/2019	1.375	48,125.00	0.00	68,750.00	0.00	116,875.00
3133782M2	22219	FAC	15,000,000.00	03/08/2019	1.500	14,375.00	0.00	56,250.00	0.00	70,625.00
3130A7L37	22194	FAC	15,000,000.00	03/15/2019	1.250	8,333.33	0.00	46,875.00	0.00	55,208.33
3136G3NA9	22196	FAC	15,000,000.00	05/23/2019	1.200	64,000.00	0.00	45,000.00	90,000.00	19,000.00
3130ABF92	22264	FAC	15,000,000.00	05/28/2019	1.375	0.00	79,062.50	42,968.75	103,125.00	18,906.25

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Federal Agency Issues - Coupon										
3133EGCA1	22197	FAC	14,000,000.00	06/03/2019	1.060	48,642.22	0.00	37,100.00	74,200.00	11,542.22
3130AB2G0	22227	FAC	18,000,000.00	06/27/2019	1.400	65,800.00	0.00	63,000.00	126,000.00	2,800.00
3137EAEE5	22244	FAC	15,000,000.00	01/17/2020	1.500	46,250.00	0.00	56,250.00	0.00	102,500.00
3130ADN32	22259	FAC	10,000,000.00	02/11/2020	2.125	30,694.44	0.00	53,125.00	0.00	83,819.44
3133EJRL5	22270	FAC	13,000,000.00	06/11/2020	2.550	0.00	0.00	18,416.67	0.00	18,416.67
		Subtotal	233,000,000.00			587,164.44	79,062.50	759,457.64	624,425.00	801,259.58
Medium Term Notes										
89236TCP8	22251	MTN	15,000,000.00	07/13/2018	1.550	50,375.00	0.00	58,125.00	0.00	108,500.00
594918BF0	22246	MTN	11,925,000.00	11/03/2018	1.300	63,732.50	0.00	38,756.25	77,512.50	24,976.25
478160BR4	22195	MTN	10,000,000.00	03/01/2019	1.125	9,375.00	0.00	28,125.00	0.00	37,500.00
478160BR4	22247	MTN	7,740,000.00	03/01/2019	1.125	7,256.25	0.00	21,768.75	0.00	29,025.00
594918BN3	22200	MTN	10,000,000.00	08/08/2019	1.100	16,194.44	0.00	27,500.00	0.00	43,694.44
037833CK4	22248	MTN	11,550,000.00	02/07/2020	1.900	32,917.50	0.00	54,862.50	0.00	87,780.00
931142EG4	22271	MTN	10,000,000.00	06/23/2020	2.850	0.00	0.00	3,166.67	0.00	3,166.67
		Subtotal	76,215,000.00			179,850.69	0.00	232,304.17	77,512.50	334,642.36
Negotiable CDs										
86958JYF0	22257	NCB	0.00	04/27/2018	1.680	77,000.00	0.00	30,333.33	107,333.33	0.00
21685VW54	22255	NCB	0.00	05/04/2018	1.660	100,291.67	0.00	38,041.67	138,333.33	0.01
78009N3E4	22240	NCB	0.00	05/08/2018	1.530	153,000.00	0.00	39,312.50	192,312.50	0.00
62478TC98	22265	NCB	0.00	06/26/2018	1.910	0.00	0.00	37,138.89	37,138.89	0.00
05252WMW0	22254	NCB	0.00	06/28/2018	1.730	112,930.56	0.00	105,722.22	218,652.78	0.00
65590AUA2	22262	NCB	0.00	06/28/2018	2.210	6,138.89	0.00	135,055.56	141,194.45	0.00
96121T5E4	22252	NCB	25,000,000.00	07/25/2018	1.810	129,465.28	0.00	114,381.94	0.00	243,847.22
86958JE21	22266	NCB	25,000,000.00	07/27/2018	2.150	0.00	0.00	97,048.61	0.00	97,048.61
89113XWH3	22269	NCB	11,100,000.00	08/06/2018	1.990	0.00	71,175.67	18,407.50	0.00	89,583.17
89113XB94	22261	NCB	25,000,000.00	08/22/2018	2.320	8,055.56	0.00	146,611.11	0.00	154,666.67
62478TZK8	22256	NCB	15,000,000.00	09/12/2018	1.720	56,616.67	0.00	65,216.67	0.00	121,833.34
87019VLU9	22272	NCB	25,000,000.00	10/25/2018	2.290	0.00	0.00	6,361.11	0.00	6,361.11
21685V4C0	22267	NCB	25,000,000.00	11/06/2018	2.390	0.00	0.00	89,625.00	0.00	89,625.00
		Subtotal	151,100,000.00			643,498.63	71,175.67	923,256.11	834,965.28	802,965.13
Municipal Bonds										
13063DDE5	22260	MUN	12,195,000.00	10/01/2020	2.300	120,764.38	0.00	70,121.25	120,764.38	70,121.25
		Subtotal	12,195,000.00			120,764.38	0.00	70,121.25	120,764.38	70,121.25
Santa Cruz County Auditor Loan										
SYS22273	22273	MC9	5,000,000.00	07/31/2018	1.750	0.00	0.00	486.11	0.00	486.11

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Quarterly Reports
Accrued Interest
Sorted by Security Type - Maturity Date

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CUSIP	Investment #	Security Type	Par Value	Maturity Date	Current Rate	* Beginning Accrued Interest	Adjusted Acc'd Int. at Purchase During Period	Interest Earned	Interest Received	* Ending Accrued Interest
Subtotal			5,000,000.00			0.00	0.00	486.11	0.00	486.11
Local Agency Investment Fund (LAIF)										
SYS6501	6501	LA1	45,288,461.00		1.900	112,100.22	0.00	288,461.00	112,100.22	288,461.00
Subtotal			45,288,461.00			112,100.22	0.00	288,461.00	112,100.22	288,461.00
Union Bank Activity - Dividend										
SYS21111	21111	PA3	0.00		1.540	313.19	0.00	368.02	627.09	54.12
Subtotal			0.00			313.19	0.00	368.02	627.09	54.12
Supranationals										
45905UVD3	22187	MC6	15,000,000.00	01/02/2019	1.040	38,516.67	0.00	39,000.00	0.00	77,516.67
459058FC2	22191	MC6	15,000,000.00	04/26/2019	1.250	80,729.17	0.00	46,875.00	93,750.00	33,854.17
459058FS7	22214	MC6	10,000,000.00	11/27/2019	1.125	38,650.00	0.00	28,125.00	56,300.00	10,475.00
Subtotal			40,000,000.00			157,895.84	0.00	114,000.00	150,050.00	121,845.84
Money Market Mutual Funds 02										
032 005 207	21923	RRP	5,000,000.00		1.620	60,005.66	0.00	86,643.15	127,862.18	18,786.63
Subtotal			5,000,000.00			60,005.66	0.00	86,643.15	127,862.18	18,786.63
Rolling Repurchase Agreements - 3										
CD-101345	22231	RR3	252,050.82	04/03/2019	0.700	139.98	0.00	439.73	444.32	135.39
Subtotal			252,050.82			139.98	0.00	439.73	444.32	135.39
Total			820,050,511.82			2,563,251.45	231,669.59	3,144,760.34	2,774,375.97	3,165,305.41

* Beginning Accrued may not include investments that redeemed in the previous month that had outstanding accrued interest. Ending Accrued includes outstanding purchase

Portfolio SCRZ

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DESCRIPTION OF INVESTMENT INSTRUMENTS

The investment activities of County Treasurers are restricted by state law to a select group of government securities and prime money market instruments. To reduce the risk inherent in any one instrument, state law further limits the percentage of the county's portfolio that can be invested in any one type of security.

The types of securities available to the County Treasurer can be divided into three main categories: 1) U.S. Treasury bills, notes and bonds. They are guaranteed by the U.S. Government and are considered to have no credit risk. They also typically have the lowest yield of the securities available for investing. 2) Securities issued by U.S. Government Agencies and Instrumentalities. These securities consist mostly of notes and debentures of agencies and government sponsored corporations. They are not guaranteed by the U.S. government and therefore have some credit risk. Their yield is typically higher than U.S. Treasury securities. 3) Prime money market securities. These consist of securities such as bankers' acceptances, certificates of deposit, commercial paper and municipal bonds. The yield is typically higher than the other types of securities in which the county invests but the risk is also higher. Through diversification and purchasing only highly rated paper, the credit risk is kept to an acceptable minimum. Each of the securities in these three categories is subject to market risk if sold prior to maturity.

What follows is a brief description of the different securities used by the County Treasurer:

U.S. Treasury Notes and Bonds are long term obligations of the U.S. government, which bear coupons. Interest is payable every six months at a rate of one-half the annual coupon. Treasury bonds and notes trading is conducted by the same securities dealers who trade T bills. In the secondary market, prices are quoted in thirty-seconds of 1 percent. Except for their maturities, notes and bonds are identical regardless of their label. Notes are issued for original maturities of one to 10 years. Bonds are issued with original maturities of more than 10 years.

U.S. Treasury Bills are unusual instruments because they bear no specific interest rate. Rather, they are issued originally at a discount from its ultimate maturity (par) value. Because T Bills are issued and traded at a discount, investors receive their returns at maturity or on subsequent resale, which ordinarily will be at prices higher than the original discount.

Federal Farm Credit Bank (FFCB) Discount Notes. FFCB is an instrumentality of the U.S. Government. The notes are the consolidated obligations of the 37 Farm Credit Banks issued on a discount basis with maturities of one year or less. Although not as risk free as Treasury notes, most experts believe the U.S. government has a moral commitment to the farm credit system.

Federal Farm Credit Bank (FFCB) debentures are consolidated obligations of the 37 Farm Credit Banks issued with a fixed coupon rate with maturities ranging from 6 months to 20 years. A debenture is a bond secured only by the general credit of the issuer.

Federal Home Loan Bank (FHLB) Discount notes are consolidated obligations of 12 District banks issued with a fixed coupon rate with maturities ranging from one to ten years. Although the FHLB operates under federal charter with government supervision, the securities are not guaranteed by the U.S. government. However, the banks are required to maintain a considerable reserve pledged against the outstanding debt. They are therefore considered relatively risk free.

Federal National Mortgage Association (Fannie Mae) Discount notes are consolidations of government chartered private corporations issued on a discount basis with maturities under one year. They are guaranteed by the corporations, but not by the U.S. government. Many investors consider the securities a moral obligation of the U.S. government and believe Congress would intervene before allowing default.

Federal National Mortgage Association (Fannie Mae) debentures are obligations issued by the Association with a fixed coupon rate and various maturities. A debenture is a bond secured only by the general credit of the issuer.

Local Agency Investment Fund (LAIF) is the state sponsored investment fund. LAIF is an excellent cash management tool to help meet most of the unexpected cash demands. Currently the state limits the county's investment in this pool to \$65,000,000.

Federal Home Loan Mortgage Corporation (Freddie Mac) Participation Notes are issues of the Federal Home Loan Mortgage Corporation representing undivided interests in conventional mortgages underwritten and previously purchased by it. The corporation guarantees the timely payment of interest at the certificate rate and full return of principal. Participation Certificates have original final payment dates of 30 years.

Government National Mortgage Association (Ginnie Mae) Pass Through are issues of the wholly owned government corporation within the Department of Housing and Urban Development. Principal and interest payment collected on mortgages in specified pools are passed through to holders of GNMA Guaranteed certificates after deduction of servicing and guaranty fees. GNMA's have original stated maturities of 12 to 40 years. For Santa Cruz County, these are used only as collateral for overnight repurchase agreements.

Municipal Securities (Notes and Bonds) Debt securities issued by state and local governments and their agencies are referred to as municipal securities. Such securities can be divided into two broad categories: bonds issued to finance capital projects and short term notes sold in anticipation of the receipt of other funds, such as taxes or proceeds from a bond issue.

Banker's Acceptances. Briefly stated, the function of the bankers' acceptance is as follows: A borrower may, under certain circumstances, obtain short-term credit by arranging for his bank to accept a time draft upon it. The bank stamps its official accepted across the face of the draft and converts it into a bankers' acceptance. The instrument, now being a bank obligation, may be sold to an acceptance dealer who, in turn, may sell it to an investor. Most BAs arise out of transactions involving the trade of manufactured goods or commodities. Maturities range from one to 180 days.

Commercial Paper is a short-term promissory note issued by a company to finance current transactions. All commercial paper is negotiable, but most commercial paper sold to investors is held to maturity. Commercial paper is issued not only by industrial and manufacturing firms but also by finance companies. Notes are sold on a discount or interest-bearing basis with maturities not exceeding 270 days.

Medium Term Notes are obligations that have maturities of less than 5 years and are issued by corporations or depositories organized and operating in the U.S.

Negotiable Certificate of Deposit (NCD). It is a receipt for deposit of a stated sum in the bank on a given date, together with a promise to redeem this sum plus interest at the indicated rate on a designated date. The instrument is negotiable because it is payable either to bearer or to the order of the depositor.

Repurchase Agreements (RP or Repos). A holder of securities sells securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. Repurchase agreements are usually for short periods of time (one to five days), when large sums are received that will be needed in the next day or two. As a result, they are often called overnight repos. From the point of view of investors, overnight repos offer several attractive features. First, by rolling overnight repos, investors can keep surplus funds invested without losing liquidity or incurring a price risk. Second, because repo transactions are secured by top quality paper, investors expose themselves to little or no risk.

Guaranteed Investment Contract (GIC). This is a fixed income agreement offered by insurance companies. GICs offer to pay a specific interest rate over a period of time. Some GICs are eligible for early redemption, with or without penalty, which eliminates market risk if interest rates rise. In Santa Cruz County it is only used for the investment of secured indebtedness and only if the note documentation permits such an investment.

Money Market (Mutual) Fund. A money market mutual fund is a pooled fund that invests in a number of money market vehicles (CD's, CP, T-Bills, etc.). These funds are designed to pay the investor interest, as well as provide full liquidity. Maturities of the underlying investments are 13 months or less.

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Gifts and Donations

DEPARTMENT/PROGRAM:

Santa Cruz County Board of Education

ACTION REQUESTED:

Accept gifts and donations as follows:

<u>Program</u>	<u>Donor</u>	<u>Value</u>
STEM	Plantronics	\$15,200.00

PREVIOUS STAFF/BOARD ACTION:

None. An acknowledgement letter will be sent to the donor following Board Action.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

County Board of Education Policy P-3280, requires that all gifts and donations received by programs conducted by the County Superintendent of Schools be accepted by the County Board of Education.

FISCAL IMPLICATIONS:

Gifts/Donations received will be utilized by the programs to which they were donated.

CONTACT PERSON(S):

Nehal Pfeiffer, Teacher, Science & Engineering Fair



70 Washington Street, Suite 205
Oakland, CA 94607
Main: 510-550-8200 Fax: 510-550-8211

Elizabeth B. Mori
Direct Dial: 510-550-8222
emori@f3law.com

MEMORANDUM

Via Electronic Mail Only

TO: Members of the Board of Trustees
San Lorenzo Valley Unified School District

Laurie Bruton, Ed.D.
Superintendent

Chris Schiermeyer
Assistant Superintendent, Business Services

FROM: Elizabeth B. Mori

DATE: July 19, 2018

RE: Executive Summary and Analysis of
Integrative Leadership Academy Charter Petition

The following represents our analysis of the Integrative Leadership Academy (ILA or Petitioners) charter petition (Petition) (re)submitted to the District on May 30, 2018 by lead petitioner, Nicky Ramos-Beban, Ph.D. ILA proposes to operate a charter school that "nurtures the holistic development of students in high challenge, low stress and joyful learning environments, and fosters peak learning and peak performance" (Pet. at p. 1) in grades six through eight. ILA intends to operate a site-based program at the Camp Harmon facilities in Boulder Creek in which students will receive traditional classroom instruction. ILA seeks approval for a five-year initial charter term, from July 1, 2018 through June 30, 2023, from the San Lorenzo Valley Unified School District (District).

As explained below, based on the review completed by District staff and legal counsel of ILA's (revised and resubmitted) Petition, numerous deficiencies exist that support a recommendation that the Petition be denied by the Board of Education (Board).

Analysis and Summary of Findings

Education Code section 47605 establishes the process for the District to review and approve or deny a charter school petition. Education Code section 47605(b) states that in reviewing a petition, a chartering authority shall be guided by the intent of the Legislature that charter schools are and

should become an integral part of the California educational system and that the establishment of charter schools should be encouraged.

To this end, the Board may not deny a petition unless it makes written factual findings to support one or more of the following findings:

- a. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- b. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- c. The petition does not contain the number of signatures.¹
- d. The petition does not contain an affirmation of each of the required conditions.
- e. The petition does not contain reasonably comprehensive descriptions of all fifteen (15) required elements.

In addition, the charter petition must also include information regarding all of the following:

- a. The facilities to be used by the charter school (e.g., identification of the proposed site(s) where the charter school will operate).
- b. The manner in which administrative services are to be provided.
- c. Potential civil liability effects, if any, upon the District and the charter school.
- d. Financial statements that include a proposed first-year operational budget, including startup costs and cash flow and financial projections. (Educ. Code § 47605(g).)

Upon receipt of the Petition, District staff, in consultation with legal counsel, undertook a comprehensive review of the Petition to analyze whether ILA complied with Education Code section 47605, discussed above, and whether the Petition as presented is consistent with sound educational practice. The panel's review included an analysis of the proposed educational program, fiscal and

¹ To be complete, the petition must have been signed by either: (a) a number of parents/guardians of students that is equivalent to at least one-half of the number of students that the charter school estimates will enroll; or (b) a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the charter school. (Educ. Code § 47605(a)(1).)

governance structures, student admissions and discipline, labor and personnel issues, proposed facilities and operations, and legal issues. Based on that review, the panel has determined that the Petition is legally deficient in numerous respects, specifically:

- Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition;
- The Petition presents an unsound educational program; and
- The Petition does not contain reasonably comprehensive description of all required elements set forth in Section 47605(b).

The following set of findings is not an exhaustive list of the deficiencies that the panel has identified in the Petition. Rather, the summary below describes some of the most notable areas of concern that would support the basis for a denial of the Petition.

1. The petitioners **are demonstrably unlikely** to successfully implement the program set forth in the petition. (Educ. Code § 47605(b)(2).)
 - a. The Petitioners are demonstrably unlikely to successfully implement the program because, despite its stated attempt to address the deficiencies identified by the Board in Petitioner's previous petition, the Petition still includes many contradictions, inaccuracies, and deficiencies in the proposed educational program, how it will assess student progress, and how it will address staff development needs, calling into question the Petitioners' ability to successfully deliver the proposed program.
 - i. The process of and details related to how Petitioners will implement the various program elements and corresponding details are not included and/or are not reasonably clear given stated program structures.
 - ii. Staff development and training is strikingly inadequate given the sophistication and complexities of PBL and the fully-integrated STEAM instructional strategies presented. Sufficient funding for minimally recommended training levels to implement and sustain program is also not presented in the budget.
 - iii. The Petition fails to mention any computer science curriculum, coding, etc. for students consistent with a STEAM-based program.
 - iv. Limited teacher staffing given enrollment numbers renders unrealistic the Petition's stated plan to successfully deliver "high challenge, low stress and joyful" standards-based instruction in the four core academic subject areas, as well as provide Advisory, Life Skills, meditation, and dedicated Art and Music instruction within the discrete subject area blocks

described, beginning with two middle school grade levels using single-subject and/or highly qualified certificated teachers, while meeting its lofty academic achievement goals.

- v. The importance of teacher collaboration stated in the Petition is not borne out by the daily schedules provided or described in the Petition narrative. It is unclear how all of the required and desired substantive collaboration, as well as unit design and PBL and STEAM-integrated lesson planning can be integrated within the school/work day/calendar as presented.
 - vi. Although Petitioners state that they have dropped GLAD and Visual and Performing Arts (VAPA) as discrete educational program components, the student schedule continues to include dedicated blocks of weekly instruction in music and art in all grades, and at levels (instructional minutes) nearly equivalent to instructional minute offerings in each of the core academic subject areas (English Language Arts, Math, Social Science, and Science), all without sufficient detail regarding proposed standards-based music and arts curriculum.
 - vii. The Petition continues to lack sufficient evidence-based research demonstrating that Transcendental Meditation® improves student educational achievement at the grade levels proposed to be served. Perception surveys indicate personal feelings and are not conclusive objective findings with statistical application for educators. Anecdotal evidence cited in the Petition describes school environments and student populations (urban and generally high-poverty) that are strikingly different from the student population intended to be served by the Charter School (District resident students currently being homeschooled and/or enrolled in private and out-of-area schools).
- b. The Petitioners are demonstrably unlikely to successfully implement the program because their financial plan lacks appropriate detail and is fiscally unsound.
- i. The Charter School continues to rely extremely heavily upon soft money (grants/fundraising) both during first year of operations and as an ongoing component of its annual budgets. State and federal funding is completely inadequate to sustain the program as presented and relatively minor fluctuations in expected revenue and/or expenses put the Charter School at risk of not meeting mandated reserve levels. Long-term financial instability and viability is of significant concern with such substantial reliance on soft money.

- ii. Despite statements in the Petition that the proposed facility is suitable for Charter School operations, the site requires several significant improvements before the Charter School can assume occupancy and begin operations. Notably, these include ADA accessibility upgrades throughout the site, a zoning change, as well as safety upgrades. No timeline is presented for necessary repairs and the budget for same is patently inadequate. Lacking these repairs, the facility is not suitable.
 - iii. The actual cost of renting the facility was represented to be \$200,000 per year according to the Camp Harmon Director who spoke to the Board at the District Board meeting held on June 13, 2018. This rental fee is not reflected in the budget.
 - iv. The budgeted start up allocation for technology and equipment per student remains inadequate given the educational program described in the Petition. At \$250 per student, which will generally only cover Chromebooks, it is unrealistically low in light of the basic technology required to successfully implement a STEAM-based program. Similarly, projected per pupil spending for all of the curriculum and assessment, as well as supplies necessary to support a fully-integrated STEAM curriculum using PBL as described in the Petition is inadequate.
- 2. ILA presents **an unsound educational program** for the students to be enrolled in the charter school. (Educ. Code § 47605(b)(1).)
 - a. The Petition proposes to serve students in grades 6-8 in a standards-based educational program that utilizes STEAM, PBL, and meditation practices to improve academic outcomes for students. Petitioners appear well-versed in current educational trends and pedagogy, necessary instructional structures, and available online resources and information. However, the Petition is significantly lacking in meaningful detail regarding ***how*** Petitioners will coordinate the identified structures, curriculum, and instructional materials to deliver the promised standards-based program, and provide ongoing, sustainable and effective staff development, sufficient to ensure a viable overall program.
- 3. *The Petition **does not contain** reasonably comprehensive descriptions of all elements required in Education Code section 47605 subdivision (b)(5).*
 - a. **Element 1 – Educational Program**
 - i. The Petition's information on and plan for professional development is inadequate as described above.

- ii. The Petition does not provide a specific plan for how the Charter School will phase in grade levels and does not include adequate information on proposed grade level programs. Although the Charter School intends to offer both 6th and 7th grades in its first year of operation, there is no mention of the completely different 7th grade standards and curriculum to be used.
- iii. Petitioners have not demonstrated the necessary background and/or experience regarding the needs of English Learners and the plan for meeting the needs of English Learners is not well-explained. Specifically, training for teachers in specially designed academic instruction in English (SDAIE) is not mentioned at all, other than an assurance that teachers will have CLAD certification and that one day of professional development in November, with no specifics, will be provided. The Petition further fails to mention who will administer the ELPAC, which requires extensive training for administration and scoring. Classification criteria is also unclear.
- iv. Although Project GLAD was represented as being removed from the program, Section 2 at page 63 of the Petition provides that professional development will still be provided for Project GLAD and EL Achieve, again without a timeline, details, or outline.
- v. How the Petitioners will respond to students not achieving at or above expected grade levels is undefined beyond statements that it will happen through in school interventions, after school tutoring, and summer school. No specifics are provided to describe what the interventions will be, what materials will be used, etc.
- vi. The proposed social emotional learning (Lifeskills) curriculum is for high school-aged students. As is a common theme throughout the Petition, there is no identified professional development for teachers who will be responsible for implementing this curriculum, for which a significant portion of each student's weekly instructional minutes is dedicated.
- vii. The Petition fails to address how the Charter School will implement the requirements of the Fair Education Act, to include contributions of underrepresented racial, ethnic, and cultural groups to economic, political, and social developments within the Social Science curriculum. Likewise, there is no mention of how the Charter School will satisfy the requirements of the California Healthy Youth Act to provide comprehensive sexual health and HIV prevention education.

b. Element 3 – Methods for Measuring Student Progress

- i. The Petition references an unfamiliar data warehousing system and fails to describe what staff will be trained in its use in order to enter data and run all of the reports necessary for teacher evaluation of the effectiveness of the instructional strategies being utilized.
- ii. The Petition does not include a sample report card and despite indicating that the Charter School will use a rubric system to evaluate progress, there are no criteria or rubrics included for the assessments identified in the Petition, including exhibitions, portfolios, or student-led conferences. Although a letter grade system is provided in the Student Handbook, how such grades will be determined using an undefined rubric system remains unknown. Alignment with state and federal college and career readiness requirements is accordingly in question.

c. Element 4 – Governance Structure

- i. While the Petition states that the Charter School and its Board of Directors will comply with the Brown Act and the Political Reform Act, the bylaws do not preclude interested directors from financially benefitting from the Charter School's operations, including service as vendors to the Charter School. Given that one of the main components of the program – Transcendental Meditation or Quiet Time – requires implementation of Center for Wellness and Achievement in Education (CWAE) proprietary programs, which generally come at a cost to educational institutions and a majority of the Charter School's Board of Directors are also directors of CWAE, the governance team members' parent organization will appear to realize financial benefits from its business with and seemingly meaningful control over the Charter School.

d. Element 6 – Health and Safety Procedures

- i. The Petition includes a Health and Safety Handbook which includes general protocols for emergency situations and other health and safety concerns. However, as set forth above, critical health and safety issues do not appear to be sufficiently addressed, as the budget does not include sufficient funds to cover the cost of facility upgrades necessary to bring the proposed facility (Camp Harmon) into compliance with the ADA and applicable state building codes. Given the Petition's ambitious goal of opening for fall 2018, the lack of detailed repair requirements, plan and timeline for implementation, intent to complete repairs, and associated resources identified to fund such

necessary upgrades, student, staff, and community health and safety appears to be at risk.

b. Element 10 – Student Suspension and Expulsion Procedures

- i. Student suspension and expulsion procedures are unclear/unsettled. The Petition toggles back and forth between hearings before the Board and Administrative Hearing Panel, while seemingly indicating an AHP process preference, with no acknowledgement that that the Charter School will lack a sufficient number of certificated teachers meeting AHP qualifications in order to convene an expulsion panel.
- ii. Student suspension and expulsion procedures also appear to be almost wholly generic/boilerplate, with updated statutory language merely cut and pasted into the narrative set forth in Section J, without any meaningful attempt made to contextualize the information and/or connect the language to the overall policy in an understandable way. As a result, there is some confusion regarding procedures, and references to "involuntary removals" other than for disciplinary reasons as triggering additional yet undefined due process/hearing rights when there do not otherwise appear to be any instances described in the Petition where removals would be permissible short of expulsion or consecutive absences in excess of 10 school days.

Summary and Conclusions

As discussed above, the District must approve a charter petition unless it makes one or more of the factual findings outlined above. Such action must be taken within 60 calendar days of the date the Petition was received by the District, in this case, August 1, 2018. Based on the foregoing analysis, it is the panel's recommendation that the Board adopt the proposed resolution and findings as we believe that there are sufficient grounds to support the denial of the Petition.



Integrative Leadership Academy submitted its first charter petition to San Lorenzo Valley School District on January 10, 2018.

In the spirit of partnership with SLVUSD, ILA addressed all of the findings from the January 10th Petition and submitted a new and revised Petition. ILA's response to the SLVUSD findings from the January Charter Petition are detailed in the last half of the introduction chapter for this Petition, submitted to SLVUSD on May 30, 2018.

SLVUSD produced a new set of findings related to the May 30, 2018 Petition. This document details each finding by SLVUSD and our response.

Of the 28 discrete findings by SLVUSD, 14 are based on false conclusions or inaccurate data that are not supported by evidence in the Petition.

Half of the remaining 14 findings ask for more details regarding the professional development necessary to implement and sustain our approach to an interdisciplinary, project-based, STEAM curriculum. Much detail is already provided in the Petition, and these places are noted below, but more details have been added below to flesh out the approach to implementing and sustaining our instructional program.

Finding #	SLVUSD Finding	Petitioner's Response
I. A.	<i>The Petition proposes to serve students in grades 6-8 in a standards-based educational program that utilizes STEAM, PBL, and meditation practices to</i>	The Petition gives many specifics as to how the instructional program will be implemented, how it will be paid for, and how it will be sustained. These details are found in the descriptions of curriculum and instruction in Element A (pages 17-22, 30-33, 39-48); in Table 15 in Element A (pages 51-53) that gives a curriculum summary for each content area and each grade level; in the description of professional

	<p><i>improve academic outcomes for students. Petitioners appear well-versed in current educational trends and pedagogy, necessary instructional structures, and available online resources and information. However, the Petition is significantly lacking in meaningful detail regarding how Petitioners will coordinate the identified structures, curriculum, and instructional materials to deliver the promised standards-based program, and provide ongoing, sustainable and effective staff development, sufficient to ensure a viable overall program.</i></p>	<p>development plans (pages 81-84); in Appendix E that has sample STEAM curriculum units; in Appendix G that has the scope and sequence table for all subject areas; and in Appendix B that has the 5-year budget and narrative.</p> <p>The Lead Petitioner, Nicky Ramos-Beban, Ph.D., is responsible for organizing and leading the implementation of the school’s curriculum and instruction, and will be responsible for overseeing the ongoing, sustainable and effective staff development to ensure the viability of the overall program. Nicky has a research doctorate in Curriculum and Teacher Education from Stanford University and has been an instructor in the Teacher Education departments at San Jose State University and Stanford University since 1999. In this role, Nicky has developed curriculum for and taught almost every teacher education course, including assessment, classroom management, educational psychology, and project-based learning, and has personally mentored, coached and evaluated over a hundred new and veteran teachers during her career. As the founding principal of two small charter schools, Nicky is well-versed in developing, leading, and sustaining the rigorous, coherent and evidence-based professional development necessary to support teachers to develop and hone their curriculum, instruction and assessment practices necessary to meet the diverse learning needs of their students. Many of the policies, practices and structures of ILA’s school program, including a comprehensive professional development approach, are outlined in a book Nicky co-authored called <u>Be the Change: Reinventing School for Student Success</u>.</p> <p>The implementation of ILA’s program begins with spring recruitment and hiring of teachers with multiple subject and/or single subject credentials in math, English, social science, science, music or art. ILA will work to recruit a mix of veteran and beginning teachers who are skilled in lesson and unit planning, and who are excited to create and execute a school-wide interdisciplinary curriculum with a focus on project-based learning and STEAM (science, technology, engineering, art and math.)</p>
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		<p>All ILA staff will be expected to participate in three weeks of professional development during the summer before school opens and the start-up budget (see Appendix B) has over \$100,000 allocated to provide for summer teacher stipends and curricular resources, as well as to bring in expert educational coaches in PBL and STEAM. Although the charter petition describes only five days of summer professional development, ILA will actually contract with incoming teachers for 15 days of summer professional development in the first year of the school. Beginning in year two, new and beginning teachers will participate in all fifteen days of professional development during the summer, and returning teachers will participate for the final ten days.</p> <p>The summer teacher retreat will consist of 15 days of teacher professional development in July, beginning with three days of the Buck Institute’s PBL 101. The Buck Institute for Education (www.bie.org) is arguably the national leader in project-based learning, and has been providing quality PBL PD to teachers for decades. In this course, teachers learn the basics of project-based instruction including backwards unit mapping and lesson planning from an expert PBL instructor.</p> <p>The next three days are devoted to unit mapping for the entire school year, beginning with the state standards and the SBAC blueprints, and backwards mapping all units in each subject area, including music and art. The purpose of backwards mapping is for teachers to gain a deep understanding of the state standards in their content areas, to develop a clear understanding of what students should know and be able to do at the end of each unit, and to make sure that all prioritized standards are taught and assessed during the course of the school year.</p> <p>Next, teachers will spend six days exploring STEAM (science, technology, engineering, art and math) and its connection to project-based and interdisciplinary learning, and will begin to write their curriculum units for the year. ILA plans to contract with the instructional coaches of the “STEAM Team” from the Santa Clara County Office of Education (or a similarly qualified provider) to provide assistance with project-based</p>
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		<p>instruction, inclusive teaching strategies and support with the integration of STEAM content areas and the infusion of technology to bring context and real-world to the classroom.</p> <p>During this time, ILA staff will work with their STEAM coach on curriculum and lesson planning, and will collaborate with their teaching peers to find and highlight the interdisciplinary connections between the units in each course in order to develop the sequence of interdisciplinary projects that will form the backbone of ILA project-based instruction.</p> <p>The final three days of summer professional development are devoted to an overview of the advisory program and the role of the advisory, and an introduction into the advisory life skills curriculum, which will be provided for advisors. ILA's life skills curriculum has been in development for the past year and consists of a series of well-sequenced learning activities and debrief sessions for students to explore all facets of their social-emotional intelligence, including concepts relating to self-talk and self-perception, labels, emotions, relationships, leadership and personal identity as it relates to issues of race, ethnicity, gender, language status and economic class.</p> <p>The overarching purpose of this intensive summer professional development is to support ILA teachers to begin the school year with a clear plan for their teaching units and a completed introductory unit for the school year featuring the first interdisciplinary STEAM-based project. To get an idea of what this curriculum might look like, please see the project samples for each grade level in Appendix E "Sample PBL and STEAM Curriculum Units."</p> <p>All ILA teachers have two free and unscheduled teaching periods built into the their schedule to provide ample time for unit planning, lesson and project planning, and assessment of student work. Additionally, all staff participates in three hours of professional development each week to provide plentiful time to learn from experts and each other, share curriculum and instruction, collaborate on student projects and</p>
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		<p>assessments, and craft interventions and supports for struggling students. Topics rotate so that by the end of the year, important issues have been discussed and explored thoroughly, and teachers have had many opportunities to work and learn together, creating a teacher culture built on the solid foundation of teacher professional development.</p> <p>In addition, ILA has set aside three release days for teachers during the school year to focus more in depth on topics such as differentiating project-based curriculum and instruction for English Language Learners, supporting Special Education students, and integrating technology into project-based curriculum.</p> <p>Because ILA is structured with adequate and ample daily, weekly and yearly time for teacher professional development, and has the resources to contract with local experts, as well as the deep expertise and knowledge of its instructional leader, ILA is poised to deliver on its promise of an ambitious, rigorous and engaging project-based curricular and instructional program that, according to our parents, is exactly what San Lorenzo Valley parents want for their middle school children.</p>
II. A. 1.	<p><i>While the Petition includes definitions of STEAM and PBL practices and benefits, again, the process of implementation and related details are not included. The example of the student schedule indicates separate instructional blocks; however, the proposed structures/instructional</i></p>	<p>See the response to I.A. above.</p>

	<i>model calls for Project Based Learning that relies heavily on cross-content projects that involve ongoing coordinated project development and extensive training for teachers.</i>	
II.A.2	<i>Petitioners identify the Buck Institute as its main PBL source for staff development, apparently relying mainly on free content available online as costs associated with staff training at the Buck Institute are not provided in the budget. This is unreasonable as a sole source/method of providing the meaningful and ongoing staff development in the PBL methods, particularly when considered in light of the fact that the Petition fails to include any information regarding who will be leading staff training using free online content or their qualifications to do so.</i>	<p>This finding is false. Costs for staff professional development and training are provided in the start-up budget (Appendix B) that identifies \$30,000 of funding for professional development, over \$80,000 for instructional materials, resources and textbooks related to PBL, STEAM, social-emotional learning and other areas central to the school’s program.</p> <p>Furthermore, the assertion that the petitioners will rely in any way on free content for professional development is false and unsubstantiated in the Petition. Nowhere in the Petition does it state that the Petitioners will use “free content online.”</p>
II.A.3	<i>A full implementation of STEAM requires an ongoing staff development model that provides in depth training in</i>	See the response to I.A. above.

	<p><i>pedagogy, curriculum development, instructional strategies, class management and organization. Again, there is a significant lack of detail regarding staff development nor a specific training model described. Repeating that Petitioners will provide a STEAM-focused PBL program as a valid educational option without specifics of how it will be implemented, how it will be paid for, and how it will be sustained, is insignificant</i></p>	
II.A.4	<p><i>Technology for students is only mentioned in the context of PBL and STEAM projects. There is no provision for teacher training and professional development for the complex integration required by these instructional strategies. There is also no mention of any computer science curriculum, coding, etc. for students consistent with a STEAM-based program.</i></p>	<p>Yes, technology is embedded in PBL and is not a stand-alone, decontextualized elective. STEAM educators advocate for embedding technology learning and use within the context of interdisciplinary projects, because technology is a tool for learning, not an end in itself. Please see Appendix E for PBL units and curricula that incorporate technology within the context of an interdisciplinary project, and please see the answer to I.A. above for more details about how technology learning is integrated into the professional development plan.</p>

II.A.5	<p><i>There is no description of how Petitioners will deliver standards-based instruction in the four core academic subject areas (English Language Arts, Math, Science, and Social Studies, as well as provide Advisory Life Skills, meditation and dedicated Art and Music instruction with only four teachers and live up to its assurances that teaching staff will be appropriately credentialed and qualified.</i></p> <p><i>Given these staffing and enrollment numbers, academic subject areas will likely need to be “cored” and different grade levels potentially combined in single classes. This places significant additional and unreasonable burdens on the limited teaching staff for developing all of the required STEAM and PBL units, individual lesson planning, development of assessment tools, within the Charter School’s advertised STEAM and PBL-focused instructional model.</i></p>	<p>This finding is false for multiple reasons. The Petition contains multiple detailed descriptions of how Petitioners will deliver standards-based instruction in the content areas and life skills curriculum within Advisory; these descriptions are found on pages 24-26, 34-37 and 49-50 in Element A. Appendix E provides sample curriculum units across all content areas. Appendix G provides the complete scope and sequence for all courses across all grade levels. In addition, Advisory and Life Skills are not separate classes as the findings state.</p> <p>Furthermore, classes will not be cored, nor will different grade levels be combined. There is no evidence in the Petition that supports this false conclusion.</p> <p>To demonstrate how four appropriately credentialed and qualified middle school teachers can deliver the full ILA curriculum without combining grade levels within one classroom, we have included a sample master schedule below. Depending on the actual credentials of the teachers ILA hires, the final master schedule may vary.</p> <p>Year one: 74 students total in 6th and 7th grades</p> <table><tr><td></td><td>Block A</td><td>Block B</td><td>Block C</td><td>Block D</td><td>Block E</td><td>Block F</td><td>PE</td><td>Advisory</td></tr><tr><td>Teacher 1</td><td>Eng 6</td><td>SS 6</td><td>Eng 6</td><td>SS 6</td><td>Eng 7</td><td>SS 7</td><td>Prep</td><td>Prep</td></tr><tr><td>Teacher 2</td><td>Math 6</td><td>Art 7</td><td>Prep</td><td>Math 7</td><td>Prep</td><td>Math 6</td><td>PE 6</td><td>Ad 6</td></tr><tr><td>Teacher 3</td><td>Sci 7</td><td>Sci 6</td><td>Sci 6</td><td>Prep</td><td>Art 6</td><td>Prep</td><td>PE 6</td><td>Ad 6</td></tr><tr><td>Teacher 4</td><td>Prep</td><td>Prep</td><td>Music 7</td><td>Music 6</td><td>Music 6</td><td>Art 6</td><td>PE 7</td><td>Ad 7</td></tr></table>		Block A	Block B	Block C	Block D	Block E	Block F	PE	Advisory	Teacher 1	Eng 6	SS 6	Eng 6	SS 6	Eng 7	SS 7	Prep	Prep	Teacher 2	Math 6	Art 7	Prep	Math 7	Prep	Math 6	PE 6	Ad 6	Teacher 3	Sci 7	Sci 6	Sci 6	Prep	Art 6	Prep	PE 6	Ad 6	Teacher 4	Prep	Prep	Music 7	Music 6	Music 6	Art 6	PE 7	Ad 7
	Block A	Block B	Block C	Block D	Block E	Block F	PE	Advisory																																							
Teacher 1	Eng 6	SS 6	Eng 6	SS 6	Eng 7	SS 7	Prep	Prep																																							
Teacher 2	Math 6	Art 7	Prep	Math 7	Prep	Math 6	PE 6	Ad 6																																							
Teacher 3	Sci 7	Sci 6	Sci 6	Prep	Art 6	Prep	PE 6	Ad 6																																							
Teacher 4	Prep	Prep	Music 7	Music 6	Music 6	Art 6	PE 7	Ad 7																																							

II.A.6	<i>Although the Petition states that teachers will be provided with daily time for collaboration, none is built into the daily schedules provided or described in the Petition narrative and it is therefore unclear how such seemingly integral work can be integrated within the school/work day as presented. Release time for teachers to do things such as observe other teachers and obtain outside training does not represent collaboration time and only further increases the time necessary for teachers to share and integrate strategies learned into the instructional program being delivered</i>	<p>This finding is false. As is evident in the master schedule above for year one, each teacher has two teaching periods free for lesson preparation and student assessment, as well as three dedicated hours a week for staff collaboration and professional development.</p> <p>In year two, when the staff expands to seven teachers, teachers will have common prep periods to engage in collaborative planning of interdisciplinary PBL units in addition to the three dedicated hours weekly for staff collaboration.</p> <p>Below is a sample master schedule for year two and 125 students. Depending on the actual credentials of the teachers ILA hires, the final master schedule may vary.</p> <table><tr><td></td><td>Block A</td><td>Block B</td><td>Block C</td><td>Block D</td><td>Block E</td><td>Block F</td><td>PE</td><td>Advisory</td></tr><tr><td>Teacher 1</td><td>Eng 6</td><td>SS 6</td><td>Eng 6</td><td>SS 6</td><td>Eng 7</td><td>Prep</td><td>Prep</td><td>Ad 6</td></tr><tr><td>Teacher 2</td><td>Eng 7</td><td>SS 7</td><td>Eng 8</td><td>SS 8</td><td>Prep</td><td>SS 7</td><td>Prep</td><td>Ad 7</td></tr><tr><td>Teacher 3</td><td>Math 6</td><td>Art 7</td><td>Prep</td><td>Math 7</td><td>Prep</td><td>Math 6</td><td>PE 6</td><td>AD 7</td></tr><tr><td>Teacher 4</td><td>Sci 7</td><td>Sci 6</td><td>Sci 6</td><td>Prep</td><td>Art 6</td><td>Prep</td><td>PE 6</td><td>AD 6</td></tr><tr><td>Teacher 5</td><td>Music 8</td><td>Prep</td><td>Music 7</td><td>Music 6</td><td>Music 6</td><td>Music 7</td><td>Prep</td><td>AD 7</td></tr><tr><td>Teacher 6</td><td>PE 7</td><td>Prep</td><td>Prep</td><td>Math 7</td><td>Math 8</td><td>Art 7</td><td>PE 7</td><td>AD 8</td></tr><tr><td>Teacher 7</td><td>Prep</td><td>Sci 8</td><td>Sci 7</td><td>Prep</td><td>Art 7</td><td>Art 8</td><td>PE 8</td><td>AD 8</td></tr></table>		Block A	Block B	Block C	Block D	Block E	Block F	PE	Advisory	Teacher 1	Eng 6	SS 6	Eng 6	SS 6	Eng 7	Prep	Prep	Ad 6	Teacher 2	Eng 7	SS 7	Eng 8	SS 8	Prep	SS 7	Prep	Ad 7	Teacher 3	Math 6	Art 7	Prep	Math 7	Prep	Math 6	PE 6	AD 7	Teacher 4	Sci 7	Sci 6	Sci 6	Prep	Art 6	Prep	PE 6	AD 6	Teacher 5	Music 8	Prep	Music 7	Music 6	Music 6	Music 7	Prep	AD 7	Teacher 6	PE 7	Prep	Prep	Math 7	Math 8	Art 7	PE 7	AD 8	Teacher 7	Prep	Sci 8	Sci 7	Prep	Art 7	Art 8	PE 8	AD 8
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Teacher 7	Prep	Sci 8	Sci 7	Prep	Art 7	Art 8	PE 8	AD 8																																																																		
II.A.7	<i>Given the program design and aspirations set forth in</i>	In the response to I.A. above, we have provided a meaningful description of how teachers will be supported to prepare integrated units across the core and non-core																																																																								

	<p><i>the Petition, including Petitioners' acknowledgment that a majority of the Charter School's students will likely be entering performing below grade-level proficiencies in both ELA and Math, there is no meaningful description of how teachers will be able to prepare integrated units across the core and non-core academic subjects that address all of the required standards at all grade levels and successful implementation of the instructional strategies described in the Petition while meeting the needs of such under- performing students. Student performance goals thus appear unrealistic given the proposed staffing, student enrollment, and related budget assumptions provided.</i></p>	<p>academic subjects that address all of the required standards across all grade levels and to successfully implement the instructional strategies described in the Petition while meeting the needs of such under-performing students.</p> <p>Also, project-based instruction naturally accommodates differentiation of the learning activity, text or project assessment to match individual learning needs and abilities. Because ILA teachers have small class sizes and will teach the same students in multiple periods, ILA teachers will have the time and support necessary to fulfill the expectation that below-grade-level students in their classes will receive personalized teaching and experience academic success. In addition, daily advisory periods offer each student valuable one-on-one time with a teacher who is responsible for understanding and providing instruction and support tailored to the student's learning modalities and academic needs.</p>
II.A.8	<p><i>Although Petitioners state that they have dropped</i></p>	<p>In alignment with its focus on integrative education, ILA will offer music and art to all students. The curriculum will follow the California Standards for Visual Arts and</p>

	<p><i>GLAD and Visual and Performing Arts (VAPA) as discrete educational program components, the student schedule continues to include dedicated blocks of weekly instruction in music and art in all grades, and at levels (instructional minutes) nearly equivalent to instructional minute offerings in each of the core academic subject areas (English Language Arts, Math, Social Science, and Science) without sufficient detail regarding proposed curriculum. The Petition also discusses employment of dedicated art and music teachers.</i></p>	<p>Music in the areas of 1) artistic perception, 2) creative expression, 3) historical and cultural contexts, 4) aesthetic valuing, and 5) connections, relationships and applications. The specific course content will vary depending on the skills and abilities of the ILA teachers hired. As the ILA faculty increases in numbers, teachers will be able to specialize in one or two content areas, and more teachers with single-subject credentials can be hired.</p>
II.A.9	<p><i>A key component of the program set forth in the Petition indicates that Transcendental Meditation®, mindfulness, positive mindset, and Quiet Time will be key to preparing students for school success. While Petitioners provide research</i></p>	<p>This finding is false. The research on Quiet Time (Appendix A) clearly references improved student educational achievement (see page 2 of Appendix A) and the statistical analysis is based on “randomized controlled trials, matched controlled studies, unmatched controlled studies, and descriptive studies” (See page 2 of Appendix A) and not only on “perception surveys” as the finding falsely states.</p>

	<p><i>regarding the benefits of meditation, the Petition continues to be lacking in evidence-based research demonstration that meditation improves student educational achievement in the grade levels to be served. Perception surveys indicate personal feelings and are not conclusive objective findings with statistical application for educators.</i></p>	
II.B.1	<p><i>The Charter School's five year budget is dependent upon \$2,400,000 of soft money (grants/fundraising) which is 28% of the total projected operating expenses during the period, with first year budget contingent upon soft money equivalent to 41% of the annual budget. Given the stated budget and assumptions, a \$52,000 reserve is necessary in order to ensure a 5% required reserve for economic uncertainties in year one. Should actual expenses exceed or revenues decrease by \$63,000 or more, Petitioners will be</i></p>	<p>This finding is false for multiple reasons. The five-year budget for years 1-5 of the school's operation shows \$2,000,000 in fundraising, with the amount of fundraising decreasing by \$25,000 each year. Fundraising represents 41% of the budget in year one but decreases <u>to only 15% by year five</u>. Furthermore, this finding ignores the nearly \$350,000 surplus in the budget by year five, which, when taken into account, reduces fundraising income to <u>less than 20% of the total projected operating expenses during years 1-5</u>. Finally, this finding incorrectly concludes that the \$114,000 surplus at the end of year 1 is insufficient to meet the necessary \$52,000 reserve for economic uncertainties.</p>

	<p><i>unable to meet their reserve requirements. Further, given that Petitioners are assuming 100% of projected enrollment and the many fixed expenses required to be budgeted, long-term financial stability and viability is of concern with such substantial reliance on soft money</i></p>	
II.B.2	<p><i>The information provided in the Petition indicates that the identified facility (Camp Harmon) requires several improvements before the Charter School can assume occupancy and begin operations. The appraisal included in the Petition lists reroofing and water damage repairs, ADA accessibility upgrades through the cabins, lodge, parking lot and pathways, shear walling, septic and fire alarms. The Petition provides no explanation of how the identified improvements, including a required zoning change, will be made and/or any timeline for these improvements to be completed prior to</i></p>	<p>ILA has already begun the process to work with Camp Harmon on the necessary facility improvement projects, and has ample time between now and August 2019 to complete these repairs. ILA does not anticipate needing a temporary facility in addition to Camp Harmon, but should one be necessary, ILA has had two other sites fully vetted by a schools architect and structural engineer. (Please Appendix Q for the schools architect and structural engineer's reports.)</p> <p>The ILA start-up budget contains \$110,000 (line 5820) for general contractors to complete the necessary repairs. In addition, ILA has filed for a \$1000 consultation with the Santa Cruz Planning Department to determine whether the existing land use permits for Camp Harmon are consistent with ILA's school use. Regardless of the Santa Cruz Planning Department's determination, San Lorenzo Valley Unified School District has the authority under Government Code 53094 to exempt classroom facilities from a zoning ordinance.</p>

	<p><i>occupancy. Lacking these repairs, the facility is not suitable. The costs associated with these repairs are also not adequately reflected in the budget. Given that the Petition still indicates aspirations to open for the 2018-2019 school year (with a proposed instructional calendar indicating a first day of school on August 20, 2018), there is no way all of the required facility improvements can be completed, particularly when Petitioners include explicit assurances that they will be in full compliance with all applicable state and federal facility accessibility requirements. Should school opening need to be deferred or located at a temporary location while necessary repairs are made, there is no discussion regarding details, contingency plans, and/or the impact of such actions may have on budget and operations</i></p>	
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II.B.3	<i>The actual cost of renting the facility was represented to be \$200,000 per year according to the Camp Harmon Director who spoke to the Board at the District Board meeting held on June 13, 2018. This rental fee is not reflected in the budget.</i>	<p>This finding is false. This reference is to a comment made by a member of the community during the Public Hearing at the June 13th SLVUSD Board Meeting, and does not reference any written statement provided in the Petition.</p> <p>Furthermore, the conclusion is false as the \$200,000 for yearly facility costs payable to Camp Harmon is present in the 5-year budget. Please see Appendix B, line 5610, “rent”, which increases from \$101,928 in year one to \$205,248 by year five. In addition, line 5530 of the budget, “utilities,” which is between \$35,000 and \$40,000 per year, also represents funds payable to Camp Harmon as part of the leasing agreement.</p>
II.B.4	<i>There is no discussion or details [sic] regarding how food services will be provided and no provision in the budget for staff to serve the meals and snacks described in the Petition.</i>	This finding is false. Food service provisions through the full kitchen at Camp Harmon are discussed in the Miscellaneous Element and provided for in the 5-year Budget under “Student food services.” (See Appendix B, line 4710.) Camp Harmon kitchen staff will serve the food, not ILA staff members.
II.B.5	<i>The budgeted start up allocation for technology and equipment is inadequate given the educational program described in the Petition. At \$250 per student, it is unrealistically low in light of the basic technology required to successfully implement a STEAM program.</i>	This finding is false. The budgeted start-up allocation for technology and equipment is \$37,750, which includes \$27,750 of start-up funds (per line 4420 of the 5-year Budget in Appendix B) <u>in addition to</u> the yearly allocation of \$250 per student (per line 4420 of the 5-year Budget in Appendix B) which will allow the purchase of a Chromebook or similar laptop for <u>every</u> student. The total funds of \$37,750 are sufficient to provide the STEAM-related technology necessary to successfully implement a STEAM-PBL program.
III.A.1	<i>The Petition's information on and plan for professional development is inadequate as described above</i>	See response to I.A. above.

III.A.2	<p><i>The Petition does not provide a specific plan for how the Charter School will phase in grade levels and does not include adequate information on proposed grade level programs. Although the Charter School intends to offer both 6th and 7th grades in its first year of operation, there is no mention of the completely different 7th grade standards and curriculum to be used.</i></p>	<p>This finding is false. The 7th grade standards and curriculum to be used are described in the Curriculum and Instruction section of of Element A (pages 17-22, 30-33, 39-48); in Table 15 in Element A (pages 51-53) that gives a curriculum summary for each content area and each grade level; in Appendix E that has sample STEAM unit samples for all grade levels; and in Appendix G that has the scope and sequence table for all subject areas.</p>
II.A.3.	<p><i>Petitioners have not demonstrated the necessary background and/or experience regarding the needs of English Learners and the plan for meeting the needs of English Learners is not well-explained. Specifically, training for teachers in specially designed academic instruction in English (SDAIE) is not mentioned at all, other than an assurance that teachers will have CLAD certification and that one day of professional development in November,</i></p>	<p>See response to I.A. above.</p> <p>The principal, who was formerly the ELPAC coordinator for more than a dozen schools operated by the Santa Clara County Office of Education, will continue to participate in the yearly ELPAC training and will administer the ELPAC at ILA.</p> <p>As the petition states, ILA will follow the classification criteria consistent with the Charter Authorizer.</p>

	<i>with no specifics, will be provided. The Petition further fails to mention who will administer the ELPAC, which requires extensive training for administration and scoring. Classification criteria is also unclear</i>	
III.A.4	<i>Although Project GLAD was represented as being removed from the program, Section 2 at page 63 of the Petition provides that professional development will still be provided for Project GLAD and EL Achieve, again without a timeline, details, or outline.</i>	Project GLAD has been removed from the program and the single reference to this program and EL Achieve is a typographical error.
III.A.5	<i>How the Petitioners will respond to students not achieving at or above expected grade levels is undefined beyond statements that it will happen through in school interventions, after school tutoring, and summer school. No specifics are provided to describe what the interventions will be, what materials will be used, etc</i>	<p>As stated in the petition (Element A, page 63), teachers will use benchmark assessments to regularly monitor student progress. Those students performing significantly below grade level will receive interventions during the school day, in addition to differentiated instruction. At the end of each day, students will meet with their advisor to receive individual support and assistance with schoolwork and homework.</p> <p>In addition, after school tutoring may be offered to all students performing below proficiency on grade level language arts and math assessments as indicated by multiple measures including unit assessments, standardized testing, and other school assessments.</p> <p>As an added support for struggling students, Student Success Teams (SSTs) will convene to discuss student needs and implement necessary interventions. The SST</p>

		<p>team consists of 4-5 key stakeholders, including administration, parents and guardians, advisors, classroom teachers, and any members of the special education and mental health teams.</p> <p>Once a student is identified as not making appropriate growth academically as measured by the schools' assessment data (see Element C for a discussion of tools), or a student is struggling socially or emotionally, the SST will meet to develop an in-class intervention plan that clarifies that student's current level of performance, documents areas of concern, and outlines a specific plan to differentiate, modify, and individualize instruction for the student.</p> <p>The SST collects information on student needs via a uniform, comprehensive referral form that teachers use when concerns arise about a student's academic, behavioral, or social-emotional challenges. The SST conducts a comprehensive analysis and incorporates data from home, and from other teachers across the school. An intervention plan is developed for the child that outlines the areas of strength, areas of concern, and a strategic plan to support that student. The SST discusses teacher referrals, triaging students for more in-depth discussion and matching them with correct support services, including supportive interventions that can be implemented by teachers within the classroom.</p> <p>Modifications or accommodations could include changing seat assignments, implementing strategic grouping, giving fewer, more targeted assignments or problems, or providing additional resources or tools to complete an assignment (a calculator, computer, etc.), or providing a differentiated text, learning activity or assessment tailored to the student's individual learning needs.</p> <p>The SST also completes periodic reviews for students who have been assigned to specific interventions. Advisors for students are expected to maintain open communication with each family, including sharing team discussion, proposed interventions, and inviting families to SST meetings as appropriate.</p>
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		<p>If a student makes inadequate progress in the classroom or across classrooms as measured by the school assessment data, the SST would reconvene to access more the school's resources for addressing the specific student's challenges and to ensure the group has greater understanding of the whole child.</p> <p>SSTs also spend time focusing on school-wide academic, behavioral and social-emotional data (including academic assessment scores, office discipline referral data, and attendance rates) to determine priorities, establish thresholds for different levels of intervention and match resources to needs.</p>
III.A.6	<i>The proposed social emotional learning (Lifeskills) [sic] curriculum is for high school-aged students.</i>	The proposed socio-emotional learning (Life Skills) curriculum is for middle school students. The Petition mentions School Connect, a well-known high school life skills curriculum that will serve as a reference point for developing our middle school curriculum.
III.A.7.	<i>The Petition fails to address how the Charter School will implement the requirements of the Fair Education Act, to include contributions of underrepresented racial, ethnic, and cultural groups to economic, political, and social developments within the Social Science curriculum. Likewise, there is no mention of how the Charter School will satisfy the requirements of the California Healthy Youth Act to provide comprehensive sexual</i>	<p>The Petitioners are deeply committed to implementing the requirements of the Fair Education Act, to include contributions of underrepresented racial, ethnic, and cultural groups to economic, political, and social developments within the Social Science curriculum.</p> <p>ILA will satisfy the requirements of the California Healthy Youth Act and provide comprehensive sexual health and HIV prevention education within its science and/or advisory curriculum. More research is needed to determine the appropriate curriculum for ILA's students and the final decision of where to embed this curriculum will depend on teacher certification, expertise and ability to deliver the comprehensive sexual health and HIV prevention education required by law.</p>

	<i>health and HIV prevention education.</i>	
III.B.1	<i>The Petition references an unfamiliar data warehousing system and fails to describe what staff will be trained in its use in order to enter data and run all of the reports necessary for teacher evaluation of the effectiveness of the instructional strategies being utilized.</i>	This finding is false and confusing given that the data warehousing system referenced in the Petition (Pearson’s PowerSchool) is currently used by the San Lorenzo Valley Unified School District.
III.B.2	<i>The Petition does not include a sample report card and despite indicating that the Charter School will use a rubric system to evaluate progress, there are no criteria or rubrics included for the assessments identified in the Petition, including exhibitions, portfolios, or student-led conferences. Although a letter grade system is provided in the Student Handbook, how such grades will be determined using an undefined rubric system remains unknown. Alignment with state and</i>	ILA will employ a traditional report card for each grading period, where students receive one grade for English, one for math, one for science and so on, along with personalized teacher comments. As described in the Student and Family Handbook, teachers will use a percentage system to assign letter grades to students. For example, students earning 90% or more of class points will be eligible to receive an “A” letter grade for that class period. However, ILA staff will also develop and use standard-based rubrics to assess interdisciplinary PBL assessments. These rubrics will allow teachers to evaluate the set of discrete skills and knowledge that students are responsible for learning and exhibiting mastery of through an interdisciplinary project. Rubrics give students detailed information about their actual performance relative to content standards, much more information than a simple letter grade or a set of points. For each skill indicated, the rubric describes the current level of student mastery and indicates the necessary steps to improve mastery. Rubric scores are then reduced to points and letter grades for inclusion in a teacher’s grade book and eventually on students’ report cards.

	<i>federal college and career readiness requirements is accordingly in question</i>	
III.C.1	<p><i>While the Petition states that the Charter School and its Board Board of Directors will comply with the Brown Act and the Political Reform Act, the bylaws do not preclude interested directors from financially benefitting from the Charter School's operations, including service as vendors to the Charter School. Given that one of the main components of the program – Transcendental Meditation © or Quiet Time – requires implementation of Center for Wellness and Achievement in Education (CWAE) proprietary programs, which generally come at a cost to educational institutions and a majority of the Charter School's Board of Directors are also directors of CWAE, the governance team members' parent organization will appear to realize financial benefits from its business with and seemingly meaningful</i></p>	<p>This finding is false. The claim that “a majority of the Charter School’s Board of Directors are also directors of CWAE” is false; only two members of the ILA Board of Directors are also members of the governing board of CWAE. The members of the ILA Board of Directors can be seen at https://www.ilapublicschools.org/our-team/</p> <p>Furthermore, the Charter School’s Conflict of Interest Policy (Appendix J2) clearly prohibits the Charter School Board of Directors and their businesses from any financial gain or benefits connected to the operations of ILA.</p>

	<i>control over the Charter School.</i>	
III.D.1	<i>The Petition includes a Health and Safety Handbook which includes general protocols for emergency situations and other health and safety concerns. However, as set forth above, critical health and safety issues do not appear to be sufficiently addressed, as the budget does not include sufficient funds to cover the cost of facility upgrades necessary to bring the proposed facility (Camp Harmon) into compliance with the ADA and applicable state building codes. Given the Petition's ambitious goal of opening for fall 2018, the lack of detailed repair requirements, plan and timeline for implementation, intent to complete repairs, and associated resources identified to fund such necessary upgrades, student, staff, and community health and safety appears to be at risk</i>	<p>This finding is false. The start-up budget for the School contains \$110,000 for site improvements for Camp Harmon,</p> <p>Furthermore, the school has almost a full calendar year to complete the proposed facility upgrades.</p>

III.E.1	<p><i>The Petition toggles back and forth between hearings before the Board and Administrative Hearing Panel, while seemingly indicating an AHP Process preference, with no acknowledgement that the Charter School will lack a sufficient number of certificated teachers meeting AHP qualifications in order to convene an expulsion panel.</i></p>	<p>This finding is false and based on a misunderstanding of AHP qualifications. Pursuant to EDC 35146, the Charter School cannot appoint its own teachers to the Administrative Hearing Panel; the AHP can be three or more certificated persons, none of whom can be a member of the governing board, or employed on the staff of the school in which the pupil is enrolled. There is no evidence to support the claim that ILA would not be able to appoint three impartial credentialed people who meet these criteria.</p>
III.E.2.	<p><i>Student suspension and expulsion procedures also appear to be almost wholly generic/boilerplate, with updated statutory language merely cut and pasted into the narrative set forth in Section J, without any meaningful attempt made to contextualize the information and/or connect the language to the overall policy in an understandable way. As a result, there is some confusion regarding procedures, and references to "involuntary removals" other than for disciplinary reasons as triggering additional yet undefined due</i></p>	<p>Student suspension and expulsion procedures are based on California Education codes. The Petitioners have been careful to use the exact language of the law to ensure that the school's suspension and expulsion procedures are wholly in compliance with California Education codes.</p> <p>Furthermore, there are no instances where student removals would be permissible short of expulsion or consecutive absences in excess of 10 days.</p>

	<p><i>process/hearing rights when there do not otherwise appear to be any instances described in the Petition where removals would be permissible short of expulsion or consecutive absences in excess of 10 school days</i></p>	
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CHARTER SCHOOL AUTHORIZATION

It is the objective of the County Board of Education (CBE) that teachers, parents, pupils and community members may petition the CBE to approve a charter school, and that the CBE shall review such petitions in accordance with the letter and spirit of the law. This policy shall also pertain, as applicable, to petitions denied by the Governing Board of a school district and subsequently submitted to the Santa Cruz County Office of Education (SCCOE).

The CBE encourages SCCOE administrators to work cooperatively with parents, teachers, students, community members, and principals in their efforts to design Charter Schools to improve student learning.

These schools shall operate under the provisions of their charters, specific state and/or federal laws, Title 5, California Code of Regulations adopted by the State Board of Education, and general oversight of and agreements with the chartering authority.

While maximizing operational flexibility, the charter school petition shall include compliance-based components or other provisions mandated by law. The County Superintendent of Schools shall establish administrative regulations for the process of submission, review, evaluation, and preparation of written findings for a charter petition submitted to the CBE prior to CBE action. The administrative regulations shall include:

- Specific details for the granting or denying of a charter petition.
- The process for submitting a charter petition.
- Guidelines to determine if a charter petition is consistent with the intent of the law and sound educational practice to accomplish the goals and objectives of the Charter School Act.
- Direction for performing a critical evaluation of the soundness of the proposed educational program and the likeliness of its successful implementation.
- A process to ensure sound fiscal solvency and procedures.
- A plan for effective parental involvement in curricular and extra-curricular (school related) activities.

The CBE shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the CBE.

The CBE believes that the continuing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning, including student achievement for all numerically significant student subgroups served by the charter school.

Denial of Petition

A charter petition shall be denied only if the CBE presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

- The charter school presents an unsound educational program for the students to be enrolled in the charter school.
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- The petition does not contain the number of signatures required.
- The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
- The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

The CBE shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

Further, the CBE shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the SCCOE, unless the petition proposes to serve students in all the grade levels served by the SCCOE. (Education Code 47602, 47605; 5 CCR 11965)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

41365 Charter school revolving loan fund

42238.51-42238.53 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

51745-51749.3 Independent study

53300-53303 Parent Empowerment Act

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5

4800-4808 Parent Empowerment Act

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6316 Program improvement

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

Originally Adopted: May 17, 2018

Notice of Intent to Submit Charter School Application

PETITION FOR ESTABLISHMENT OF A CHARTER SCHOOL

- ☐ Appeal submission following denial by a district DATE STAMP
- ☐ Petition submitted directly to the County Board
(Countywide Charter or County Operated Charter)
- ☐ Charter Renewal Petition/Last Renewal: _____

CHARTER SCHOOL INFORMATION

Name of proposed charter school: _____

General location (including district) of proposed charter school: _____

Projected grade levels: _____

Projected Enrollment: _____

Goal date for opening school: _____

LEAD PETITIONER CONTACT INFORMATION

Name of lead petitioner: _____
(Please attach biographical information)

Address (City, State, Zip): _____

Daytime Phone Numbers: _____ Fax: _____

Email Address: _____

CHARTER DEVELOPMENT TEAM MEMBERS

_____	_____	_____
_____	_____	_____
_____	_____	_____

CERTIFICATION

Print Name: _____ Signature: _____ Date: _____

Print Name: _____ Signature: _____ Date: _____

Print Name: _____ Signature: _____ Date: _____

OFFICE USE ONLY

Print Name: _____ Signature: _____ Date: _____

REVIEW OF CHARTER SCHOOL PETITIONS

The California Legislature established the Charter Schools Act of 1992 (Chapter 781, Statutes of 1992), as amended, to provide opportunities for students, teachers, parents, and community members to establish and maintain nonsectarian schools that operate independently from the existing school structure. Charter schools are considered part of the Public School System as defined in Article IX of the California Constitution and under the exclusive control of the officers of the public schools. [Education Code (E.C.) 47615 (a)(1)(2)]

The chartering authority for approving a charter school in a district is the governing board (the Board). In a county office of education, the chartering authority is the Santa Cruz County Board of Education (County Board).

Accordingly, in order to implement state law fully and fairly, to comply with the Santa Cruz County Office of Education's (SCCOE) Board Policy (BP) 0420.4 and to provide petitioner(s) with a thorough description of how the county shall meet its obligations under the law, the following are procedures to establish or renew a charter school:

I. HOW CHARTERS ARE ORIGINATED AND FUNDED

The law recognizes two “types” of charter school: 1) **Conversion** charter schools and 2) **Start-up** charter schools. In the vernacular, charters are sometimes referred to as “**dependent**” and “**independent.**”

- A. “**Dependent charters**” are typically created by **converting** an existing school (Conversion Charter). It usually remains closely affiliated with the authorizing school district or county office.
- B. “**Independent charters**” are typically **start-up** charters that are formed by parents, teachers, community members or charter management organizations (Start-Up Charter). Most of these charters operate as non-profit corporations.
- C. **Locally funded charter schools** receive their funds through the school district or county office that granted the charter. Most “**conversion**” charters receive their funding in this manner.
- D. **Direct funded charter schools** elect to receive their funding directly from the County Superintendent of the county in which the authorizing board is located, making them truly “**independent.**” [*Charter Schools: A Manual for Governance Teams*, CSBA 2009]

II. SOURCES OF CHARTER SCHOOL PETITIONS TO THE COUNTY BOARD

The County Board may receive charter school petitions in several ways:

- A. On appeal, if a local district board denies a petition application that was submitted to it for original approval. [E.C. 47605(j)(1)]

- B. On appeal, if the granting board denies a request for renewing the charter upon the termination of its contract period. [E.C.47607.5]
- C. On appeal, if the granting board revokes the charter before its scheduled termination date.[E.C. 47607(f)(1)]
- D. On a direct filing, if the intent is to establish a countywide charter: This charter school may operate at one or more sites within the geographical boundaries of the county to provide instructional services that are not generally provided by a county office of education. The County Board may only approve a countywide charter if it finds, in addition to other requirements to this section of Education Code, that the educational services provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter that operates in only one district in the county. [E.C. 47605.6(a)(1)]
- E. On a direct filing for a charter school that will serve pupils for whom the County Office would otherwise be responsible for providing direct education and related services. [E.C. 47605.5]
- F. By assignment from the State Board of Education. The SBE may, by mutual agreement, designate its supervisorial and oversight responsibilities for a charter school approved by the SBE to any local education agency in the county in which the charter school is located or to the governing board that first denied the petition. [E.C. 47605(k)(1)]

III. **SUBMITTING A CHARTER SCHOOL PETITION**

A. **Submission of Notice of Intent**

Charter school petitioners who wish to submit a petition to create a charter school or appeal a denial or revocation by the school district should file a **Notice of Intent** (see BP 0420.4 **Exhibit 1**) to the County Superintendent at least 2 weeks prior to submitting the charter petition. The County Superintendent or designee shall respond to the petitioners that the Notice of Intent has been received.

Note: Prior to the submission of the petition, the Santa Cruz County Superintendent of Schools (County Superintendent) may authorize a coordinator to work with the charter school petitioners in order to gather information about the proposal and suggest components that would align the petition with student learning and existing education code requirements. The County Superintendent may also appoint a coordinator and staff advisory committee to evaluate the substance of the petition once it meets the minimum eligibility requirements listed below.

B. Submission of Charter and Petition

The proposed charter shall be attached to the petition [E.C. 47605 (a)(3)], and must set forth all of the elements of a charter and include or refer to such information as will enable the county office staff and County Board to complete the review process and affirmations [E.C. 47605 (a)-(h) and (l)]. Petitioners are required to submit 15 copies of the charter petition to the County Superintendent.

It is the responsibility of the Petitioners to cross check paginations and to assure that page numbers are legible and are printed in correct sequence prior to submitting the petition.

IV. PRELIMINARY REVIEW

The SCCOE Staff will conduct a preliminary review in preparation for the formal receipt of the petition by the County Board. The purpose of the Preliminary Review is to confirm receipt of all required documents to determine if the charter and the petition are complete and legally compliant. The preliminary review will verify the following items:

- A.** The number of required petition signatures as stated by E.C. 47605 (a). (The signatures requirement set forth in E.C. 47605 (a) is not applicable to a charter petition renewal).
- B.** The charter is not a conversion of any private school to a charter school. [E.C. 47602 (b)]
- C.** Required Affirmations: Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.
- D.** Geographical and Site Limitations: Does the Petition propose to operate a single charter school within the county, a countywide charter, or in the case of a charter proposal initially denied by a local governing board, within the geographic jurisdiction of the school district to which the charter was originally submitted?
- E.** Effective Date: Does the Petition demonstrate that the charter school will commence operation by September 30 of its first year of operation?
- F.** Financial Reports: Does the Petition include all required financial reports per E.C. 47605 (g), namely: a proposed first-year operational budget including start-up costs; a cash flow statement; and financial projections for the first three years of operation?

- G.** Required Supplementary Information: Does the petition include the required supplemental information as stated by E.C. 47605 (d)(1) and (g).
- H.** If the charter is appealing a denial by a District, the preliminary review will include all the following requirements: [California Code of Regulations (CCR) Title 5 11967 (a) (1-4)]
 - 1.** A charter petition that has been previously denied by the governing board of a school district must be received by the County Board not later than 180 calendar days after the denial.
 - 2.** A complete copy of the charter petition as denied, including the signatures required by Education Code section 47605.
 - 3.** Evidence of the governing board's action to deny the petition (e.g. meeting minutes) and the governing board's written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in E.C. 47605(b).
 - 4.** A signed certification stating that petitioner(s) will comply with all applicable law.
 - 5.** A description of any changes to the petition necessary to reflect the County Board as the chartering entity.

When the preliminary review is complete, the Petitioner will be notified of the next regularly scheduled County Board meeting when the County Board will formally receive the Petition. A public hearing will be scheduled within 30 days of this formal receipt date of the petition, or within 60 days for a countywide charter school.

If the charter petition is incomplete, the Petitioner will be notified in writing with specifications and reason (s) for rejecting the charter and petition. The Petitioner will then have to make arrangements to resubmit the Petition at a later regular scheduled County Board Meeting date.

V. IN-DEPTH REVIEW OF CHARTER PETITION BY THE SCCOE STAFF

After the Preliminary Review has been conducted and the petition is deemed complete the lead project coordinator/administrator and other SCCOE Staff members appointed by the County Superintendent and representing the different operational specialties, will perform the following in-depth review of the charter's documents:

- A.** Validate the petition signature requirements set forth in [E.C 47605 (a)(1)(A) & (B)]

- B.** Validate Geographic and Site Limitations. A classroom based charter petition submitted directly to the County Board, as authorized by E.C 47605.5 or 47605.6 may operate only within the territorial jurisdiction of the County Board. [E.C. 47605.1 (f)] However, petitions for independent study charters, whether characterized as home study or otherwise, may include pupils of Santa Cruz County and residents of immediately adjacent counties. [E.C. 51747.3]
- C.** Validate required affirmations. [E.C. 47605 (d) (1) and (g)]
- D.** Verify effective dates (start and ending dates of school and proposed school calendar).
- E.** Verify 15 required elements [E.C. 47605(b)(5)(A-O)]. For countywide charters, there are 16 required elements [E.C. 47605.6 (b)(5) (A-P)].
- F.** Verify required supplemental information per Ed Code 47605 (g):
 - 1.** A proposed first-year operational budget including start-up costs; a cash flow statement; financial projections for the first three years of operation; facilities to be used; administrative services to be provided. [E.C. 47605 (g)]
 - 2.** Proposed Operation and Potential Effects (Impact Statement).
- G.** Verify required Special Education/ SELPA Services [E.C. 47640-47647]
- H.** Verify that the charter school will provide the minimum number of minutes of instruction each fiscal year as required by E.C. 47612.5.

The required elements will be reviewed using a Petition Review Checklist (Matrix). The petition needs to contain a reasonably comprehensive description of the elements principally, that define educational goals, measurable student outcomes, student selection process, and the governance structure of the charter school and other components.

Petitions are required to include charter assurances that contain a listing of all state and federal laws, local laws and regulations that pertain to the applicant or the operation of the charter school, statewide standards and assessments, non discriminatory clauses as stated by California Education Code and Exclusive Public School Employer Declarations [E.C. 47611.5(b)(c)], among other items.

Petitions should also include information regarding the proposed operation and potential effects of the school, including, but not limited to, plans for facilities, fiscal allocation plan, and how special education services shall be provided. [E.C. 42130 & 42131]

VI. PUBLIC HEARING

No later than 30 days after receiving the complete charter school petition, or 60 days in the case of countywide charters, the County Board shall hold a public hearing on the provisions of the charter petition. The level of support for the petition by teachers employed by the county or district, other employees of the county or district, and parents shall be considered. Charter petitioners shall appear and provide testimony to the County Board. This hearing date, except for the countywide charters, may be extended 30 days if both parties agree to the extension. [E.C. 47605(b)]

VII. COUNTY BOARD DECISION DATE

Within 60 calendar days of receiving a valid petition, or 90 days for countywide charters, the County Board shall either grant or deny the request to establish a charter school. The date may be extended an additional 30 calendar days in either case upon the approval of both parties. [E.C. 47605(b) and 47605.6(b)]

SCCOE Staff shall continue to organize activities, complete the comprehensive analysis of the petition and present findings and recommendations to the County Board within the timeframes. The findings and recommendations should be submitted to the County Superintendent in sufficient time to be incorporated into the formal report that will be presented to the County Board.

VIII. COUNTY BOARD APPROVAL/DENIAL

The County Board shall either grant or deny the petition at a duly noticed public meeting. The County Superintendent shall officially communicate in writing the decision of the County Board to the charter school petitioners. If approved, the initial term of the charter may be granted up to 5 years.

If the County Board denies the charter petition, the communication shall include factual findings, specific to the information and materials that were submitted, setting forth specific facts under E.C. sections 47605(b)(1 through 5). For countywide charters, the references are E.C. 47605.6(b)(1 through 6). The specific facts are shown below.

The governing board of a district or the County Board shall not deny a petition for the establishment of charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- A. The charter school presents an unsound educational program for the pupils to be enrolled in a charter school.
- B. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

- C. The petition does not contain the number of signatures required by E.C. 47605(a), and E.C. 47605.6(a) for countywide schools.
- D. The petition does not contain an affirmation of each of the conditions described in E.C. 47605(d), and E.C. 47605.6(d) for countywide schools.
- E. The petition does not contain reasonably comprehensive descriptions of all of the elements described in E.C. 47605(b)(5)(A) through (O), and E.C. 47605.6(b)(5)(A) through (P) for countywide schools.
- F. **For countywide charter school petitions only:** Any other basis that the Board finds is justification of denial of the petition. [E.C. 47605.6(b)(6)]

IX. QUALIFYING/DISQUALIFYING CONDITIONS

The SCCOE staff will include any specific factual findings related to the following conditions:

- A. The County Board shall not grant any charter that authorizes the conversion of a private school to a charter school. [E.C. 47602 (b)]
- B. The County Board shall not approve any charter petition that proposes to serve students in a grade level that is not served by the SCCOE, (or district, if the Board is requested to hear an appeal of a charter school that was denied by a district) unless the charter petition proposes to serve pupils in all the grade levels served by the SCCOE or the school district (whichever is applicable) [E.C. 47605(a)(6)].
- C. The County Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area (SELPA) in which the SCCOE (or the district) participates. [E.C.47605.7]
- D. The County Board cannot deny granting the charter because (a) approval may cause financial hardship or (b) based on the actual or potential costs of serving “individuals with exceptional needs”, (“Exceptional needs” is defined pursuant to E.C.56026).
- E. In granting charter petitions, the County Board shall give preference to schools best able to provide comprehensive learning experiences of academically low-achieving students. [E.C.47605.6 (i)]
- F. Each charter school shall adhere to all laws establishing minimum age for public school attendance.

- G.** The charter petition must specify that the charter school shall hold harmless and indemnify the County Board and its officers, and the County Superintendent and his/her officers and employees from any claim or demand of whatever nature, including those based upon the negligence of the County Board and its officers, and the County Superintendent and his/her officers and employees brought by any person, institution, or organization.
- H.** The charter school, at its own cost, expense, and risk shall defend any legal proceedings that may be brought against the County Board and its officers, and the County Superintendent and his/her officers and employees, by any person, including any institution or organization, on any claim or demand of whatever nature arising out of the County Board granting a charter and shall satisfy any judgment that may be rendered against any of them. The County Board and the County Superintendent shall notify the charter school of the receipt of any such claims or demands.
- I.** If the County Board grants a charter for the establishment of a charter school to be operated by, or as, a nonprofit public benefit corporation, the County Board may exercise its option to appoint a single representative on the board of directors of the nonprofit public benefit corporation [E.C. 47604(b)]. It shall be the policy of the County Board that any school representative, who may sit on the charter school board of directors, be a non-voting member, avoiding any appearance of a conflict of interest or interfering with the authority of the charter school board.

X. MEMORANDUM OF UNDERSTANDING

Upon the approval of a charter petition, a Memorandum of Understanding (MOU) is developed between the charter school and the authorizing board to clarify financial and operational issues. An MOU is not required by charter law but is strongly recommended. It is usually negotiated during the petition approval process and, if approved by the County Board shall become an addendum to the charter.

The MOU provides an opportunity for the County Board to spell out anything that was not included in the original charter petition. It shall be reviewed annually and adjusted as necessary. The SCCOE may request to expand on the legally required charter elements or other required parts of the petition, or may request to include some of the items discussed below. The MOU serves as a binding legal agreement between the County Board, the SCCOE and the charter school to protect all parties. Therefore, it is important to identify any matters for which the county office wants to hold the petitioners accountable.

XI. AUTHORIZER'S RESPONSIBILITIES ONCE THE CHARTER HAS BEEN GRANTED

Once granted, the County Board, in addition to any other duties described in this Administrative Regulations (AR), is required to do all of the following with respect to each charter school under its authority:

- A. Identify at least one staff member as a contact person for the charter school.
- B. Visit each charter school at least annually.
- C. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
- D. Monitor the fiscal condition of each charter school under its authority.
- E. Provide timely notification to the State Department of Education if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
 - 1. A renewal of the charter is granted or denied.
 - 2. The charter is revoked.
 - 3. The charter school will cease operation for any reason.

The cost of performing the duties described above shall be funded with supervisorial oversight fees collected pursuant to E.C. 47613. If the County Board authorizes a countywide charter school, the Board may enter into an agreement with a third party, as a condition to charter approval, to oversee, monitor, and report to the Board on the operations of the charter school. The expense that may be incurred will be borne by the charter school. [E.C.47605.6(c)]

XII. REPORTS TO THE COUNTY BOARD

A. Budget/Financial Annual Reports [E.C. 47604.33(a)]

Each charter school shall submit the following reports to the County Superintendent annually:

- 1. On or before July 1, a preliminary budget.
- 2. On or before December 15, an interim financial report reflecting changes through October 31.
- 3. On or before March 15, a second interim financial report reflecting changes through January 31.
- 4. On or before September 15, a final unaudited report for the full prior year.

The County Board shall use any financial information it obtains from the charter school, including, but not limited to, the reports required by this section, to assess the fiscal condition of the charter school.

The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to E.C.47613.

B. Financial Audit Report

A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year to County Board, the Controller, and the California Department of Education by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the SCCOE. [E.C. 47605(m)]

C. Annual Report to the Board

Every year in May, the Charter Director shall present a report to the Board regarding the charter's Academic Performance and Fiscal Accountability.

XIII. CHARTER RENEWAL AND MATERIAL MODIFICATION OF AN APPROVED CHARTER

A. Charter School Renewals

1. Applications to renew or materially modify the charter shall include all the same information, be processed in the same way, and be subject to approval or denial on the same basis as proposals for new charter schools. Any renewal approval shall be for a period of five years from the expiration date of the charter. A material modification, when approved, shall not affect the expiration date of the charter as originally approved.
2. The Petitioner shall file a **Notice of Intent** (*see BP 0420.4 Exhibit 1*) to the County Superintendent at least 2 weeks prior to submitting the charter petition renewal.
3. Following submission of the *Notice of Intent*, the petitioner may submit the charter petition for renewal to the County Superintendent no later than six months prior to the date of charter expiration. The County Superintendent or designee shall respond to the petitioners that the **Notice of Intent** has been received.
4. Legal Requirements: Charter school renewals must comply with the standards and criteria in E.C. 47605 and 47607. A petition for renewal must include the following:
 - a. Documentation that the charter school meets at least one of the Renewal Criteria specified in E.C. 47607(b), (see below- Renewal Criteria per E.C. 47607 (b))
 - b. A copy of the renewal charter petition including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

- c. The signature requirement set forth in E.C. 47605(a) is not applicable to a petition for renewal.
- d. Any material revisions of the provisions of the previously approved charter.

XIV. RENEWAL CRITERIA PER E.C. 47607(b)

The Charter school must meet at least one of the following criteria:

- A. (A) The school district or county office of education that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based on all of the following:

- 1. Documented clear and convincing data
- 2. Pupil achievement data from assessments, including, but not limited to, the California Assessment of Student Performance and Progress (CAASPP).
- 3. Other information submitted by the charter school

(C) A chartering authority shall submit to the State Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The State Superintendent of Public Instruction shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to E.C. 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after the charter school submits materials pursuant to this paragraph. Renewals and material revisions of charters are governed by the standards and criteria in E.C. 47605 and 47607. Whenever a charter is renewed or a material revision is granted, the charter petition must be revised to reflect any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

- B. Has qualified for the Dashboard Alternative School Status (DASS) pursuant to subdivision (h) of E.C. 52052.

Note: In rendering a decision for renewal, the county board shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of the future success, along with future plan for improvement if any.

XV. Countywide Charter Renewals/Material Revisions

Countywide Charter Renewals are governed by the standards and criteria of E.C. 47605.6 and apply to charters granted under E.C.47605.6.

If a County Board denies a petition for renewal of a countywide charter school established under E.C. 47605.6, the petitioner may not elect to submit the petition for renewal of the countywide charter school to the State Board of Education.

An approved Countywide Charter School that proposes to establish operations at additional sites within the county must apply to the County Board for a material revision. The charter school must notify the school districts where those additional sites will be located. The Board will consider whether to approve the additional locations at a public meeting held no sooner than 30 days after notification has been made to those school districts.

XVI. Renewal Timeline/ Requirements

- A.** Any petition submitted to SCCOE shall start with the **Notice of Intent** (see BP 0420.4 Exhibit1)
- B.** In the spring of the 4th year of operation, the charter school will notify the SCCOE Staff regarding the upcoming renewal of their charter.
- C.** The charter school shall submit its revised charter no sooner than October 1, of the 4th year.
- D.** Once a petition for renewal is received, the same timeline as the petition review process for a petition on an appeal from a district will be followed. A public hearing shall take place no later than 30 days of submission and a final decision shall be made within 60 days (or can be extended an additional 30 days with written mutual agreement by the charter school and chartering authority.) For a **countywide charter**, no later than 60 days after receiving a petition the County Board shall hold a public hearing and render a decision within 90 days of receipt of the petition (or can be extended an additional 30 days with written mutual agreement by the charter school and chartering authority).
- E.** There is no appeal from non-renewal of a countywide charter to the State Board of Education.

**XVII. CHARTER PETITIONS THAT HAVE NOT BEEN RENEWED BY THE
SCHOOL DISTRICT – SUBMISSION TO THE COUNTY BOARD OF
EDUCATION**

- A.** When the governing board of a school district denies a charter school's petition for renewal, the charter school may submit a petition for renewal to the County Board not later than 30 calendar days after the district governing board makes its written factual findings.
 - 1.** The County Board and the charter petitioner may extend this date by an additional 30 days only by written mutual agreement. A petition for renewal not submitted to the county board within this time shall be considered denied with no further options for administrative appeal.
- B.** A petition for renewal, whether submitted to the County Board as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county office of education upon receipt of the petition with all the requirements set forth in this subdivision.
 - 1.** Documentation that the charter school meets at least one criteria specified in E.C. 47607(b).
 - 2.** A copy of the renewal charter petition as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.
 - 3.** The signature requirement set forth in E.C. 47605 (a) is not applicable for petition renewal.
 - 4.** When applicable, a copy of the governing board's denial and supporting written factual findings, if available.
 - 5.** A description of any changes to the renewal petition necessary to reflect the County Board as the chartering agency.
 - 6.** When considering a petition for renewal, the County Board shall consider the past performance of the school's academics, finances, and operations in evaluating the likelihood of the future success, along with future plans for improvement if any.
 - 7.** The County Board may deny a petition for renewal of a charter school only if the County Board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth, as applicable, in E.C. 47605(b) and 47605.6(b), or failure to meet one of the criteria in E.C. 47607(b).

8. If within 60 days of a County Board's receipt of a petition for renewal, the County Board does not grant or deny the petition for the renewal of a charter school, the charter school may submit a petition for renewal to the State Board of Education (SBE).
9. The County Board and charter petitioner may extend this date by an additional 30 days only by **written** mutual agreement.

**XVIII. CHARTER PETITIONS THAT HAVE NOT BEEN RENEWED LOCALLY –
SUBMISSION TO THE STATE BOARD OF EDUCATION**

A. Charter School

When the County Board denies or takes no action on a charter school's petition for renewal, the charter school may submit a petition for renewal to the State Board of Education.

B. Countywide Charter School

If the County Board denies a countywide charter's request for renewal (Refer to section XV: Countywide Charter Renewals/Material Revisions), the petitioner may not appeal to the State Board of Education.

XIX. FAILING TO ACT ON CHARTER RENEWAL BY A DISTRICT GOVERNING BOARD

If within 60 days of its receipt of a petition for renewal, a district governing board has not made a written factual finding as mandated by E.C. 47605(b), the absence of written factual findings shall be deemed an approval of the petition renewal.

The district governing board and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

XX. OTHER CHARTER PROCEDURES

A. Material Revisions to an Approved Charter

A material revision is any revision made to the charter that has an impact on budget, change in program or facility, and was not specified in the original charter.

A material revision of the provisions of a charter petition may be made only with the approval of the County Board. The County Board may inspect or observe any part of the charter school at any time. (E.C. 47607 [a][1]).

All material amendments/revisions must contain a reasonably comprehensive description of any new requirements of charter schools enacted into law after the charter was originally granted or last renewed (E.C. 47607 [a][2]).

1. The charter school shall submit a written request to the County Board specifying the revised charter language. The County Board has the power to approve the revision, and consideration of the revision is governed by the standards and criteria in E.C. 47605 or 47605.6 for countywide charters.
2. The County Board shall agenda the request for consideration of approval, per usual procedures.
3. SCCOE staff shall review the requested material revision and shall evaluate it pursuant to E.C. 47605 or 47605.6 for countywide charters.

SCCOE Staff shall determine if the material revision would be an unsound educational program, if the revision would make the charter school demonstrably unlikely to succeed, if a reasonably comprehensive description of the revision is provided, if budget implications are adequate to the revision request, and if the material change is otherwise lawful.

XXI. APPEALS OF CHARTER PETITIONS THAT HAVE BEEN PREVIOUSLY DENIED BY A DISTRICT

In considering a charter petition previously denied by a school district, the County Board shall not limit the review to the reasons for denial stated by the school district, but shall conduct a new review and findings and report said findings as stipulated in this regulation.

- A. A charter school whose petition has been denied by the governing board of a school district must be received by the County Board no later than 180 calendar days after the denial. Any petition received more than 180 days after denial shall not be acted upon by the County Board. [5 CCR 11967(a)]
- B. When filing an appeal with the County Board for the establishment of a charter school, petitioners shall be required to provide the following:
 1. A complete copy of the charter petition as denied, including the signatures required by E.C. 47605.
 2. A copy of the school district's governing board's action of denial of the petition (e.g. meeting minutes) and the governing board's written factual findings specific to the particular petition, as required by E.C. 47605(b).
 3. A signed certification of compliance with applicable law.

4. An original charter petition and 15 copies of the charter petition with appropriate changes making SCCOE the authorizing entity. The petition shall include a description of any necessary changes to the petition to reflect the County Board as the chartering entity. It is the responsibility of the Petitioners to cross check paginations and to assure that page numbers are legible and are printed in correct sequence.
 5. Grade Level Limitations Statement: The petition shall include a statement in reference to the grade levels that are served by the district that originally denied it.
- C. The County Board is required to hold a public hearing within 30 calendar days, after officially receiving the petition during a regularly scheduled Board meeting. The petition shall satisfy the signature requirements as required by E.C. 47605. The purpose of the hearing is to determine the level of support for the proposed charter school from the petitioners, teachers, other employees, parents/guardians, and the public. The Board is not required to ask questions or make comments at this time.
- D. The County Board shall grant or deny the charter petition no later than 60 days after receiving the complete charter petition. These dates may be extended 30 days if the petitioner(s) and the County Board agree to the extension.

The initial charter may be granted for a period not to exceed 5 years, and renewed one or more times. Each renewal shall be for a period of 5 years. [E.C. 47607(a)(1)]

If the petition is denied, the petitioners may file an appeal for the establishment or renewal of a charter school to the State Board of Education. [E.C. 47605(j)(1)] If the County Board upholds a revocation of a charter school, the appeal reference is E.C. 47607(f)(3). Denial of countywide school petitions cannot be appealed to the State Board. [E.C. 47605.6(k)]

If either the County Board or the State Board fails to act on a petition within 120 days of receipt, the decision shall, thereafter, be subject to judicial review. [E.C. 47605(j)(4)]

XXII. APPEALS OF CHARTER SCHOOLS WHOSE CHARTERS HAVE BEEN REVOKED

A school district charter whose charter has been revoked may appeal the revocation decision within 30 days to the County Board. [E.C. 47607(f)(1)]

- A. A charter may be revoked by the granting authority if the authority shows substantial evidence that the charter did any of the following: [E.C. 47607(c)]
1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

2. Failed to meet or pursue any of the pupil outcomes identified in the chapter.
 3. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
 4. Violated any provision of law.
- B.** Prior to revoking a charter, the chartering authority shall notify the charter school of any violation listed above and give the school a reasonable opportunity to remedy the violation, unless the chartering authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. [E.C. 47607(d)]
- C.** The chartering authority shall provide a written notice of intent to revoke the charter if, after the expiration of a reasonable time, the charter school failed to remedy the violation. No later than 30 days after providing the written notice of intent to revoke, the chartering authority shall hold a public hearing during a regular board meeting on the issue of whether evidence exists to revoke the charter. [E.C. 47607(e)]
- D.** No later than 30 days after the public hearing, or 60 days in the case of a countywide charter school, unless both parties agree to a 30 day extension, the chartering authority shall issue a final decision to revoke or decline to revoke. A revocation notice shall include a written statement of the factual findings, supported by substantial evidence specific to the charter school. [E.C. 47607(e)]
- E.** The County Board may reverse the revocation decision if the County Board determines that the findings made by the chartering authority are not supported by substantial evidence. The County Board may also review the process followed by the district board to determine if the appropriate procedures were followed.
- If the County Board does not issue a decision within 90 days of receipt or upholds the revocation, the school district may appeal the reversal to the State Board of Education. [E.C. 47607(f)(3)]
- If the County Board revokes a charter for which it is the chartering authority, the charter school may appeal the revocation decision within 30 days, to the State Board. [E.C. 47607(g)] The exception is that a countywide charter school revocation cannot be appealed to the State Board of Education. [E.C. 47605.6(k)]
- F.** If the State Board reverses the revocation on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority. [E.C. 47607(h)]

Legal Reference:

EDUCATION CODE

11967(a)(1-4); 42130; 42131; 47602(b); 47604(b); 47604.5; 47604.33(a); 47605; 47605(a-p); 47605.1(f); 47605.5; 47605.6; 47605.6(a); 47605.6(b); 47605.6(c); 47605.6(d); 47605.6(h); 47605.6(k); 47605.7; 47607; 47607(a-h); 47607.5; 47611.5(b-c); 47613; 47615(a)(1-2); 51747.3; 52026; 52052(h)

CALIFORNIA CODE OF REGULATIONS

5 CCR 11967(a)(1-4)

STATUTES

Charter 781
Statutes of 1992

Approved:

LIST OF TEXTBOOKS

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SUBJECT	BOOK TITLE	ISBN 10 Digit	ISBN 13 digit	Copyright D	Grade	Year Adopted
MATH						
American Book Company	CMR Algebra				9-12	2006-07
American Book Company	California Math Revised	19324100882			9-12	2007-08
American Book Company	California Math Review		978-1-932-41008-2		9-12	2008-09
American Guidance Service	Algebra				9-12	2006-07
American Guidance Service	Algebra Student Workbook				9-12	2006-07
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American Guidance Service	Algebra 2 Student Text	0785435433	978-0-785-43543-3	2004	9-12	2007-08
American Guidance Service	Algebra 2 Teachers Edition	0785435441	978-0-785-43544-0	2004	9-12	2007-08
American Guidance Service	Algebra Teachers Edition	0785435689	978-0-785-43568-6	2004	9-12	2007-08
American Guidance Service	Algebra 2 Student Workbook				9-12	2006-07
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American Guidance Service	Basic Math Skills Curriculum Class Set Revised 2003 Edition	0785429573			9-12	2007-08
American Guidance Service	Basic Math Skills Revised 2003 Edition Student Texts	0785429522			9-12	2007-08
American Guidance Service	Basic Math Skills Student Edition	0785429573	978-0-785-42952-4	2003	9-12	2007-08
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American Guidance Service	Basic Math Skills Student Workbook Answer Key	0785429565	978-0-785-42956-2	2003	9-12	2007-08
American Guidance Service	Consumer Math		978-0-785-42943-2		9-12	2006-07
American Guidance Service	Consumer Mathematics Teachers Edition	785429441			9-12	2006-07
American Guidance Service	Consumer Math Curriculum Class Set Revised 2003 Edition	0758429484			9-12	2007-08
American Guidance Service	Consumer Mathematics Student Text Revised	0785429433	978-0-785-42948-7	2003	9-12	2007-08
American Guidance Service	Consumer Mathematics Student Workbook Answer Key				9-12	2006-07
American Guidance Service	Consumer Math Teacher Edition		978-0-785-42944-9		9-12	2010-11
American Guidance Service	Geometry	0785438297	978-0-785-43829-8	2005	9-12	2006-07
American Guidance Service	Geometry Teacher Edition				9-12	2006-07
American Guidance Service	Geometry Student Workbook	0785438319	978-0-785-43831-1		9-12	2006-07
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American Guidance Service	Math for the World of Work				9-12	2006-07
American Guidance Service	Pre-Algebra Student Student Text Revised	0785435557	978-0-785-43560-0	2004	9-12	2007-08
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EAI Education	Real Life Math Algebra				9-12	2006-07
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Edmentum	Online Math Curriculum					

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Houghton Mifflin Harcourt	Algebra SM Book 1 Answer Key*		978-0-395-47050-3		9-12	
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Key Curriculum Press	Key to Percents Student Book Set		978-1-559-53089-7		9-12	2008-09
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Math Teachers Press	Algebra Readiness Manipulative Kit				9-12	2010-11
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McDougal Littell	California Math Course 1 Pupil Edition		978-0-618-72650-9	2008	6	2009-10
McDougal Littell	California Math Course 1 Teacher Edition		978-0-618-80707-9	2008	6	2009-10
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McDougal Littell	California Math Course 2 Teacher Edition		978-0-618-80708-6	2008	7	2009-10
McDougal Littell	California Practice Workbook Course 2		978-0-618-89301-0		6-12	2010-11
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McDougal Littell	California Teacher Resource Manager Algebra 1		978-0-618-89349-2		6-12	2010-11

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McDougal Littell/Houghton Mifflin	Algebra I; Exercises in Spanish 2003		978-0618370481	2003	9-12	2018-19
McDougal, Littell & Co.	Pre-Algebra Concepts & Skills: Course 1				9-12	2006-07
McDougal, Littell & Co.	Pre-Algebra Structure & Method: Book One	0618250034	978-0-618-25003-5	2005	9-12	2007-08
McDougal, Littell & Co.	Geometry Student Text	0395977274	978-0-395-97727-9	2004	9-12	2007-08
McDougal, Littell & Co.	Geometry Teacher Edition	0395977282	978-0-395-97728-6	2004	9-12	2007-08
McDougal, Littell & Co.	Geometry Solutions Key	0395667661	978-0-395-67766-7	2004	9-12	2007-08
McDougal, Littell & Co.	Tests (Blackline) Chapter Tests	0395573327	978-0-395-57332-7	2004	9-12	2007-08
McDougal, Littell & Co.	Answer Keys to Blackline Tests	039547714	978-0-395-47071-8	2004	9-12	2007-08
Merrill	Merrill Algebra Two with Trigonometry				9-12	2006-07
National Geographic Learning	Big Ideas Math Integrated I TE		978-1680330519	2018	9-12	2018-19
National Geographic Learning	Big Ideas Math Integrated I Asmt BK		978-1680330540	2018	9-12	2018-19
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Pearson Education	CC Integrated Math V1 & 2 2014		978-0-133-23453-4		9-12	2014
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American Guidance Service	Earth Science SE 2012		978-0-785-		9-12	2017-18
American Guidance Service	General Science				9-12	2006-07
American Guidance Service	General Science Student Workbook				9-12	2006-07
American Guidance Service	General Science & Curr. Science Curriculum Class Set				9-12	2006-07
American Guidance Service	General Science Teacher Ed.				9-12	2006-07
American Guidance Service	General Science Student Workbook Answer Key				9-12	2006-07
American Guidance Service	Earth Science SE G6/12		978-0785470687	2012	9-12	2018-19
American Guidance Service	Earth Science Student Workbook				9-12	2006-07
American Guidance Service	Earth Science Student Workbook Answer Key				9-12	2006-07
American Guidance Service	Earth Science Teacher Ed.				9-12	2006-07
American Guidance Service	Earth Science & Curr. Science Curriculum Class Set				9-12	2006-07
American Guidance Service	Physical Science	0785436243	978-0-785-43624-9	2004	9-12	2007-08
American Guidance Service	Physical Science Revised				9-12	2006-07
American Guidance Service	Physical Science & Curr. Science Curriculum Class Set				9-12	2006-07
American Guidance Service	Physical Science Teachers Edition				9-12	2006-07
American Guidance Service	Physical Science Student Workbook				9-12	2006-07
American Guidance Service	Physical Science Workbook Answer Key				9-12	2006-07
American Guidance Service	Science Curriculum-Environmental				9-12	2006-07
Christopher Lee Publisher	Body Systems Packets				9-12	2006-07
Facing the Future	It's All Connected Classroom Set 2005 Edition	0971100543			9-12	2008-09
Facing the Future	It's All Connected Student Book 2005 Edition	0971100543			9-12	2008-09
Facing the Future	Understanding Sustainability - Sciences				9-12	2008-09
Glencoe	Earth Science				9-12	2006-07

Glencoe	Biology An Everyday Experience				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Student Ed.	none	978-0-078-60232-0	2004	9-12	2007-08
Glencoe McGraw-Hill	Biology: The Dynamics of Life Reading Essentials for Content Mastery				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Teacher Wraparound Edition				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Teacher Classroom Resources				9-12	2006-07
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Glencoe McGraw-Hill	Biology: The Dynamics of Life Study Guide & Reinforcement				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Virtual Labs CD-ROM				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Labs Package				9-12	2006-07
Glencoe McGraw-Hill	Biology: The Dynamics of Life Study Guide & Reinforcement Spanish				9-12	2006-07
Glencoe McGraw-Hill	Marine Biology				9-12	2006-07
Glencoe McGraw-Hill	Marine Biology Instructors Testing & Resource CD ROM				9-12	2006-07
Glencoe McGraw-Hill	Biology: Dynamics of Life SEC FOC TRANS BOOK 04				9-12	2006-07
Glencoe McGraw-Hill	Biology: Dynamics of Life BAS CONC TRANS BOOK 04				9-12	2006-07
Glencoe McGraw-Hill	Biology: Dynamics of Life RET SKI TRANS BOOK 04				9-12	2006-07
Glencoe	Chemistry Concepts and Applications				9-12	2006-07
Glencoe	Life Science				9-12	2006-07
Glencoe	Biology Dynamics of Life	0078665809			9-12	2006-07
Glencoe	Biology Dynamics of Life Teacher Wraparound Edition*	00788298997			9-12	2011-12
Glencoe	Biology				9-12	2006-07
Glencoe McGraw-Hill	Earth Science: Geology, Environment & Universe Student Text	0078664233			9-12	2006-07
Glencoe McGraw-Hill	Earth Science: Geology, Environment & Universe Teacher Edition	0078664241			9-12	2009-10
Glencoe McGraw-Hill	Earth Science: Science Notebook in Earth Science				9-12	2006-07
Glencoe McGraw-Hill	Earth Science: Study Guide for Content Mastery				9-12	2006-07
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Globe Fearon	General Science		978-0-130-23431-5		9-12	2010-11
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Holt McDougal	Environmental Science Student Edition		978-0-030-39073-9		9-12	2010-11
Holt McDougal	Environmental Science Teacher Edition		978-0-030-39074-6		9-12	2010-11
Holt McDougal	Environmental Science Student Edition		978-0-030-7813-5		9-12	2010-11
Holt McDougal	Interactive On Line Edition with Student CD-ROM		978-0-030-93116-1		9-12	2010-11
Holt McDougal	Science CA Student Edition Earth Science*		978-0-618-84094-2		6	2011-12

Holt McDougal	Science CA Teacher Edition Earth Science*		978-0-618-64098-0		6	2011-12
Holt McDougal	Science CA Student Edition Life Science*		978-0-618-64095-9		7	2011-12
Holt McDougal	Science CA Teacher Edition Life Science*		978-0-618-64099-7		7	2011-12
Holt McDougal	Science CA Student Edition Physical Science*		978-0-618-64096-6		8	2011-12
Holt	Science CA Teacher Edition Physical Science*		978-0-618-64100-0		8	2011-12
Holt, Rinehart & Winston	Modern Biology	0030651786	none	2006	9-12	2007-08
Holt, Rinehart & Winston	Science Spectrum-Physical Science	0030664691	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Environmental Science Student Ed.	0030390737	978-0-030-78136-0	2006	9-12	2007-08
Holt, Rinehart & Winston	Environmental Science Teacher Ed.	0030390745	978-0-030-78137-7	2006	9-12	2007-08
Holt, Rinehart & Winston	Environmental Science Chapter Resource Package	0030413036	none	2006	9-12	2007-08
Holt, Rinehart & Winston	Environmental Science Active Reading Workbook	0030665949	none	2006	9-12	2007-08
Kendall-Hunt Publishers	Insights in Biology-Journey of Discovery Student Ed.	none	978-0-757-50863-9	2007	9-12	2007-08
McGraw-Hill	Earth Science Student Edition*	0076587134			9-12	
McGraw-Hill	Earth Science Teacher Wraparound Edition*	0076587142			9-12	
McGraw-Hill	Physical Science, Exploring Matter & Energy Student Text		978-0-077-04138-0		9-12	2010-11
McGraw-Hill	Physical Science, Exploring Matter & Energy Student Text W/ CD		978-0-077-04139-7		9-12	2010-11
McGraw-Hill	Physical Science, Student CD		978-0-077-04143-4		9-12	2010-11
McGraw-Hill	Physical Science, Teacher CD		978-0-007-04144-1		9-12	2010-11
McGraw-Hill	Physical Science, Assessment Suite CD		978-0-077-04145-8		9-12	2010-11
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McGraw-Hill	Physical Science, Overhead Transparencies		978-0-077-04147-2		9-12	2010-11
PBS	Going to Green		G0GR700-511A		9-12	2010-11
PBS	e2 Energy		DES1702-511A		9-12	2010-11
PBS	e2 Transport		DES1705-511A		9-12	2010-11
Pearson AGS Globe	Biology Class Set		978-0-785-43618-8	2004	9-12	2008-09
Pearson AGS Globe	Chemistry SE		978-0-785-44045-1	2007	9-12	2017-18
Pearson AGS Globe	Conceptual Physics Student Edition 2006	0131663011			9-12	2008-09
Pearson AGS Globe	Conceptual Physics Teacher Edition 2006	013166302X			9-12	2008-09
Pearson AGS Globe	High School Physical Science Concepts in Action 2006	0131663054			9-12	2008-09
Pearson AGS Globe	High School Physical Science Concepts in Action 2006	0131663070			9-12	2008-09
Pearson AGS Globe	Environmental Science Curriculum Set	0785439498			9-12	2008-09
Pearson AGS Globe	Curriculum Class Set Physical Science	0785436294	978-0-785-43629-4	2004	9-12	2007-08
Pearson AGS Globe	Environmental Science Student Text	0785439447			9-12	2007-08
Pearson AGS Globe	Environmental Science Teacher Ed.	0785439455			9-12	2007-08
Pearson AGS Globe	Pacemaker General Science Curriculum Set	130246492	978-0-130-24649-3		9-12	2009-10
Pearson AGS Globe	General Science Student Textbook	0130234346			9-12	2009-10
Pearson AGS Globe	Discover Health Workbooks	0785418431			9-12	2009-10
Pearson Education	Earth Science Student Edition*		978-0-785-47068-7		9-12	
Pearson Education	Earth Science Teacher Edition*		978-0-785-47069-4		9-12	
Pearson Education	Earth Science Teacher Edition 2004*		978-0-785-43636-2		9-12	2011-12
Pearson Education	Biology Student Edition 2004*		978-0-785-43613-3		9-12	2011-12
Pearson Education	Biology Teacher Edition 2004*		978-0-785-43614-0		9-12	2011-12

Pearson Education	Biology Lab Manual 2004*		978-0-785-43621-8		9-12	2011-12
Pearson Education	Biology Lab Manual Answer Key 2004*		978-0-785-43622-5		9-12	2011-12
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Pearson Education	AGS Physical Science Classroom Set		978-0-785-43629-4		9-12	2009-10
Pearson Education	AGS Biology Classroom Set		978-0-785-43618-8		9-12	2009-10
Pearson Education	Longman Science Student Text		978-0-131-93030-8		9-12	2010-11
Pearson Education	Longman Science Workbook		978-0-131-93031-5		9-12	2010-11
Pearson Education	Longman Science Teacher Guide		978-0-131-93032-2		9-12	2010-11
Pearson Education	Longman Science Audio CD		978-0-132-38636-4		9-12	2010-11
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Pearson Education	Human Biology and Health Student Edition	0133651037	978-0-133-65103-4		9-12	2010-11
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Pearson Education	Environmental Science Workbook*		978-0-785-43946-2		9-12	2011-12
Pearson Education	Environmental Science Lab Manual*		978-0-785-43952-3		9-12	2011-12
Pearson Education	Earth's Waters Student Edition	0133651088	978-0-133-65108-9		9-12	2010-11
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Pearson Education	Astronomy Teachers Edition	0133668509	978-0-133-66850-6		9-12	2010-11
Pearson Education	AGS Physical Science SE 6/12		978-0785470663	2012	9-12	2018-19
Pearson Education	Weather and Climate Student Edition	0133651096	978-0-133-65109-6		9-12	2010-11
Pearson Education	Weather and Climate Teachers Edition	0133668495	978-0-133-66849-0		9-12	2010-11
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Pearson Education	Motion Teacher Edition		978-0-133-66853-7		9-12	2010-11
Pearson Education	AGS Life Skills Health Revised Class Set	0785441417			9-12	2010-11
Pearson Education	Pacemaker General Science Curriculum Set		978-0-130-24649-3		9-12	2010-11
Pearson Publishing	General Science Classroom with CD-ROM		978-0-130-24649-3		9-12	2009-10
Pearson Publishing	General Science Teacher Ed.		978-0-130-23431-5		9-12	2009-10
Pearson-Prentice Hall	Conceptual Physics w/Lab Manual	0130686077	none	2002	9-12	2007-08
Pearson-Prentice Hall	Conceptual Physics/Core Teaching Resources TE	0130643963	none	2002	9-12	2007-08
Pearson-Prentice Hall	Focus on Earth Science, California Student Edition	013201274X		2008	6	2009-10
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Pearson-Prentice Hall	California Focus on Science	132034271			6-8	2010-11
Prentice-Hall	Biology: Exploring Life	0132509245	none	2004	9-12	2007-08
Prentice-Hall	Biology Teacher Resource Package	0131152130	none	2004	9-12	2007-08
Prentice-Hall	Cells: Building Blocks of Life	1931486220	978-1-931-48622-4	2001	9-12	2007-08
Prentice-Hall	Product Testing by Consumer Reports Teacher Guide	139881220	978-0-139-88122-0	1993	9-12	2007-08
Prentice-Hall	Dynamic Earth				9-12	2006-07
Prentice-Hall	Earth Science	0131258524	none	2006	9-12	2007-08
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Prentice-Hall	Physical Science HS SE 2011		978-0133163940	2011	9-12	2018-19
Prentice-Hall	Physical Science: Concepts in Action with Earth & Space SE				9-12	2006-07
Prentice-Hall	Physical Science: Concepts in Action with Earth & Space TE	0131663070	978-0-1316-6307-7	2006	9-12	2007-08
Prentice-Hall	Miller & Levine Biology Student Edition		0-13-050730X	2002	9-12	2007-08
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Prentice-Hall	Prentice Hall Science Series				9-12	2006-07
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Steck & Vaughn	Wonders of Science - Human Body-Student Edition	0739891766	978-0-739-89176-6	2004	9-12	2007-08
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American Guidance Service	U.S. Government Student Text 2005 Edition Revised	0785438718			9-12	2007-08
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Foresman	American Voices				9-12	2006-07
Glencoe	Geography				9-12	2006-07
Glencoe	American Journey				9-12	2006-07
Glencoe	American Odyssey Student Text	0078600170			9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Teachers Edition				9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Teacher Wraparound Ed.	0078600189			9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Teacher Classroom Resources				9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Reading Essential & Study Guide				9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Spanish Chapter Summaries				9-12	2006-07
Glencoe McGraw-Hill	American Odyssey Spanish Vocab. & Guided Reading Activities				9-12	2006-07
Glencoe McGraw-Hill	Discovering Our Past: Ancient Civilizations Student Edition	0078688744		2006	6	2009-10
Glencoe McGraw-Hill	Discovering Our Past: Ancient Civilizations Teacher Resources	0078693802		2006	6	2009-10
Glencoe McGraw-Hill	Discovering Our Past: Medieval and Early Modern Times Student	0078688760		2006	7	2009-10

Glencoe Mcgraw-Hill	Discovering Our Past: Medieval and Early Modern Times Teacher	0078693748		2006	7	2009-10
Glencoe Mcgraw-Hill	Discovering Our Past: The American Journey to World War I Student	0078693861		2006	8	2009-10
Glencoe Mcgraw-Hill	Discovering Our Past: The American Journey to World War I Teacher	0078693780		2006	8	2009-10
Glencoe Mcgraw-Hill	Discovering our Past Classroom Teacher Resources	0078693802			6	2010-11
Glencoe Mcgraw-Hill	Discovering our Past Classroom Teacher Resources	0078693780			7	2010-11
Glencoe Mcgraw-Hill	Discovering our Past Classroom Teacher Resources	0078693748			8	2010-11
Glencoe Mcgraw-Hill	Economics, Today and Tomorrow		978-0-078-74766-3		9-12	2006-07
Glencoe Mcgraw-Hill	Economics, Today and Tomorrow Teacher Wraparound Edition	0078747678	978-0-078-74767-0		9-12	2007-08
Glencoe Mcgraw-Hill	Government: Democracy in Action Student Text		978-0-078-79982-2		9-12	2006-07
Glencoe Mcgraw-Hill	Government: Democracy in Action Teachers Wraparound Edition		978-0-078-90908-5		9-12	2006-07
Glencoe Mcgraw-Hill	Government: Democracy In Action Teachers Classroom Resources				9-12	2006-07
Glencoe Mcgraw-Hill	Government: Democracy in Action Reading Essentials & Study Guide				9-12	2006-07
Glencoe Mcgraw-Hill	Government: Democracy in Action Spanish Chapter Summaries				9-12	2006-07
Glencoe	Sociology and You Student Edition	0078745195			9-12	2006-07
Glencoe	Sociology and You Teacher Edition	0078745209			9-12	2006-07
Glencoe	Human Heritage				9-12	2006-07
Glencoe	World Geography				9-12	2006-07
Glencoe	The Human Experience				9-12	2006-07
Glencoe	Geography The World and Its People				9-12	2006-07
Glencoe	U.S. Government: Democracy in Action				9-12	2006-07
Glencoe-Mcgraw-Hill	U.S. Government Complete Classroom Set		978-0021354733	2016	9-12	2017-18
Glencoe-Mcgraw-Hill	U.S. Government Our Democracy SE 2016		978-0076634538	2016	9-12	2017-18
Glencoe-Mcgraw-Hill	U.S. Government Our Democracy TE 2016		978-0076634521	2016	9-12	2017-18
Glencoe-Mcgraw-Hill	U.S. Government Chapter Test & Lesson Quizzes 2016		978-0021435616	2016	9-12	2017-18
Glencoe Mcgraw-Hill	U.S. Government: Democracy in Action Teachers Ed.				9-12	2006-07
Globe Fearon	Mexican American Literature				9-12	2006-07
Globe FearonPearson Learning Group	The Latino Experience in U.S. History				9-12	2006-07
Globe Fearon	Plains National American Literature				9-12	2006-07
Globe-Fearon	Freedom Fighters Set				9-12	2006-07
Globe Book Co.	World History for a Global Age Book 1				9-12	2006-07
Globe Book Co.	World History for a Global Age: Book 2				9-12	2006-07
Globe Fearon	Building Skills in Geography				9-12	2006-07
Globe Fearon	Understanding Economics: A Case Study Approach Class Set				9-12	2006-07
Globe Fearon	Understanding Economics: A Case Study Approach Student Text		978-0-835-91810-7		9-12	2006-07
Globe Fearon	Understanding Economics: Teachers Edition		978-0-835-91811-4		9-12	2006-07
Globe Fearon	U.S. History Student Text				9-12	2006-07
Globe Fearon	U. S. History Teachers Edition				9-12	2006-07
Globe Fearon	World History				9-12	2006-07
Globe Fearon	Way to U.S Citizenship	003050967X	none	2005	9-12	2007-08
Harper Collins	Freakonomics Paper Back*		978-0-060-73133-5		9-12	
Holt, Rinehart & Winston	World History				9-12	2006-07
Houghton/Mifflin	Across the Centuries				9-12	2006-07
Houghton/Mifflin	America's History: Land of Liberty 2006 Student Edition		978-0-739-89708-9		9-12	2010-11
Houghton/Mifflin	America's History: Land of Liberty 2006 Teacher's Guide		978-0-739-89709-6		9-12	2010-11

Houghton Mifflin Harcourt	Language of Literature American Literature Grade 11*		978-0-618-60139-4		9-12	
McDougal Littell	Creating America				9-12	2006-07
McDougal Littell	Modern World History				9-12	2006-07
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McDougal Littell	The Americans				9-12	2006-07
McDougal Littell	World Cultures and Geography				9-12	2006-07
McDougal Littell	World Cultures and Geography				9-12	2006-07
McDougal Littell	World Cultures and Geography				9-12	2006-07
McDougal Littell	World Cultures and Geography: Eastern Hemisphere				9-12	2006-07
McDougal Littell	World Cultures and Geography: Western Hemisphere				9-12	2006-07
McDougal Littell	World Geography				9-12	2006-07
McDougal Littell	Language of Literature Student Text 9th Grade	0618170340	978-0-618-17034-0	2002	9-12	2007-08
McDougal Littell	Language of Literature Teachers Ed.	0618170324	978-0-618-17032-6	2002	9-12	2007-08
McDougal Littell	Language of Literature 10th Grade Teachers Ed.	0618170391	978-0-618-17039-5	2002	9-12	2007-08
McDougal Littell	Language of Literature 10th Grade Student Text	0618170405	978-0-618-17040-1	2002	9-12	2007-08
McDougal Littell	American Literature 11th Grade Student Text	0618170472	978-0-618-17047-0	2002	9-12	2007-08
McDougal Littell	American Literature 11th Grade Teachers Ed.	0618170456	978-0-618-17045-6	2002	9-12	2007-08
McDougal Littell	British Literature 12th Grade Student Text	0618170758	978-0-618-17075-3	2002	9-12	2007-08
McDougal Littell	British Literature 12th Grade Teachers Ed.	0618170731	978-0-618-17073-9	2002	9-12	2007-08
McDougal Littell	World History California Student Edition Ancient Civilizations		978-0-618-53124-0		6	2010-11
McDougal Littell	World History California Core Teacher Materials Ancient Civilizations		978-0-618-53127-1		6	2010-11
McDougal Littell	World History California Teacher Edition Medieval and Early Modern Times*		978-0-618-53295-7		7	2011-12
McDougal Littell	World History California Student Edition Medieval and Early Modern Times		978-0-618-53294-0		7	2010-11
McDougal Littell	Creating America California Student Edition Beginnings Through WWI		978-0-618-55949-7		8	2010-11
McDougal Littell	Creating America California Teacher Edition Beginnings Through WWI		978-0-618-55951-0		8	2010-11
McGraw-Hill	Building Citizenship: Civics & Economics TE		978-0076680542	2018	9-12	2018-19
McGraw-Hill	Economics Softcover Student Edition with CD-ROM*	0077044401			9-12	
McGraw-Hill	Economics Today & Tomorrow SE 2012		978-0078799969	2012	9-12	2014-15
McGraw-Hill	Economics Today & Tomorrow Teacher Wraparound 2012		9780078955525	2012	9-12	2014-15
McGraw-Hill	A History of Western Art 2011		978-0-073-379227	2017	9-12	2017-18
McGraw-Hill	Human Heritage Student Edition	0078695007		2006	9-12	2007-08
McGraw-Hill	Human Heritage Teacher Wrap Around Edition	0078695015		2006	9-12	2007-08
McGraw-Hill	Understanding Psychology Student Edition*	0078745179			9-12	2011-12
McGraw-Hill	Understanding Psychology Teacher Wraparound Edition*	0078745187			9-12	2011-12
McGraw-Hill	United States History & Geography SE		978-0076681020	2016	9-12	2018-19
McGraw-Hill	World History & Geography TE		978-0076647187	2014	9-12	2017-18
McGraw-Hill	World History & Geography Chapter Test and Lesson Quizzes		978-0076641307	2013	9-12	2017-18
McGraw-Hill	World History & Geography Teacher Lesson Center 1 yr Subscription 2014		978-0076647361	2014	9-12	2017-18
McGraw-Hill	World History & Geography SE 2014		978-0076648689	2014	9-12	2018-19
McGraw-Hill-Appleby	American Vision 2010		978-0078799846	2010	9-12	2017-18
McGraw-Hill-Appleby	American Vision 2010 Exam Assessments		978-0078917554	2010	9-12	2017-18
McGraw-Hill-Appleby	American Vision Teacher Wraparound 2010		978-0078909399	2010	9-12	2017-18
McGraw-Hill-Appleby	American Vision Section Quizzes & Chapter Test 2008		978-0078784293	2008	9-12	2017-18

Pearson Learning Group	Latino Experience in U.S. History				9-12	2006-07
Pearson AGS Globe	US Government Student Edition		978-0-785-43871-7		9-12	2008-09
Pearson AGS Globe	World History Class Set		978-0-785-46412-9		9-12	2008-09
Pearson AGS Globe	World History Student Edition*		978-0-785-46405-1		9-12	2011-12
Pearson AGS Globe	World History Teacher Edition*		978-0-785-49406-8		9-12	2011-12
Pearson AGS Globe	US History Classroom Set 2005*		978-0-785-43865-6		9-12	2011-12
Pearson AGS Globe	US History Teacher Edition 2005*		978-0-785-43860-1		9-12	2011-12
Pearson AGS Globe	World History Inclusion Class Set	0785465421			9-12	2009-10
Pearson AGS Globe	World Geography Classroom Set 2001 Edition	0785424415			9-12	2008-09
Pearson AGS Globe	AGS Globe World History Student Edition 2008	0785464050			9-12	2008-09
Pearson AGS Globe	Real Life Stories - Text	1562702351			9-12	2008-09
Pearson AGS Globe	Real Life Stories - Answer Key	0768555159			9-12	2008-09
Pearson AGS Globe	Bridge Across America	1562700170			9-12	2008-09
Pearson AGS Globe	Bridge Across America Answer Key	0768555124			9-12	2008-09
Pearson AGS Globe	US History Curriculum Class Set	0785438653			9-12	2008-09
Pearson AGS Globe	US History Student Text	0785438599			9-12	2009-10
Pearson AGS Globe	American Government Classroom Set	0130236586			9-12	2008-09
Pearson AGS Globe	American Government Student Text	0130236179			9-12	2008-09
Pearson Education	US History Revised Student Text	0785438599			9-12	2008-09
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Pearson Education	US History Revised Teacher Edition	0785438602			9-12	2008-09
Pearson Education	US Government Student Edition*		978-0-785-43871-7		9-12	
Pearson Education	US Government Teacher Edition*		978-0-785-43872-4		9-12	
Pearson Education	Economics Classroom Set*		978-0-785-43777-2		9-12	2011-12
Pearson Education	Economics Workbook*		978-0-785-43772-7		9-12	2011-12
Pearson Education	Pacemaker Economics Student Edition		978-0-130-23613-5		9-12	2009-10
Pearson Education	Pacemaker Economics Teacher Edition		978-0-130-23624-1		9-12	2009-10
Pearson Education	AGS United States Government		978-0-785-43879-3		9-12	2009-10
Pearson Education	AGS United States Government Teacher Edition 2005*		978-0-785-43872-4		9-12	2011-12
Pearson Education	AGS World History Classroom Set		978-0-785-46412-9		9-12	2009-10
Pearson Education	AGS US History Classroom Set		978-0-785-43865-6		9-12	2009-10
Pearson Education	AGS United States History Curriculum and Software*	0785438661	978-0-785-43866-3		9-12	2011-12
Pearson Education	US History Classroom Set	0130244376	978-0-130-24437-6		9-12	2009-10
Pearson Education	World History Class Set	0785463984	978-0-785-46398-6		9-12	2009-10
Pearson Education	Exploring American History	0785409602	978-0-785-40960-1		9-12	2008-09
Pearson Education	Longman Social Studies Student Text		978-0-131-93025-4		9-12	2010-11
Pearson Education	Longman Social Studies Workbook		978-0-131-93027-8		9-12	2010-11
Pearson Education	Longman Social Studies Teacher Guide		978-0-131-93028-5		9-12	2010-11
Pearson Education	Longman Social Studies Audio CD		978-0-132-23150-3		9-12	2010-11
Pearson Education	AGS Economics Class Set	0785437770			9-12	2010-11
Pearson Education	World Geography & Cultures Teacher Edition*		978-0-785-46384-9		9-12	2011-12
Pearson Education	World Geography & Cultures Classroom Set*		978-0-785-46390-0		9-12	2011-12
Pearson Education	AGS World Geography and Cultures 2008 Student Edition	0785463836			9-12	2010-11
Pearson Education	AGS World Geography and Cultures 2008 Teacher Edition	0785463844			9-12	2010-11

Pearson Education	World Geography SE 2009		978013365291-8		9-12	2016-17
Pearson Education	World Geography TE 2009		978013365292-5		9-12	2016-17
Pearson Education	AGS Learning About Government*	0785409610			9-12	2011-12
Pearson Education	US Government Software and Curriculum Set*	0785438807	978-0-785-43880-9		9-12	2011-12
Pearson Education/Prentice Hall	American Pathways Survey Ed/CD ROM Student Text				9-12	2006-07
Pearson Education/Prentice Hall	American Pathways Teacher Ed.				9-12	2006-07
Pearson Education/Prentice Hall	U.S. Government in America Student Text				9-12	2006-07
Pearson Education/Prentice Hall	Study Guide to Government in America				9-12	2006-07
Prentice Hall/Pearson	World History: Connections to Today Student Edition	0-13-128334-0		2005	9-12	2007-08
Prentice Hall/Pearson	World History: Connections to Today Teacher Edition	0-13-128334-0	978-0-030-39074-6	2005	9-12	2007-08
Prentice Hall/Pearson	World History Historical Outline Map Book				9-12	2006-07
Prentice Hall	World History				9-12	2006-07
Saddleback Education Inc.	e. Guides Earth				9-12	2006-07
Saddleback Education Inc.	Appollo 13	CP 1376-AO			9-12	2010-11
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Saddleback Education Inc.	Iraq War (2003-present)	LC-1059-AO			9-12	2010-11
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Saddleback Education Inc.	US Government	PC-1077-AO			9-12	2010-11
Scholastic	American Adventures				9-12	2006-07
Scott/Foresman	American Voices				9-12	2006-07
Scott/Foresman	American Adventures				9-12	2006-07
Scott/Foresman	Our World, Land & Cultures				9-12	2006-07
Steck & Vaughn	American Adventures				9-12	2006-07
Steck & Vaughn	American History Land of Liberty		978-0-739-89703-4		9-12	2006-07
Steck & Vaughn	American History: Land of Liberty Teacher's Resource Binder				9-12	2006-07
Steck & Vaughn	American History: Land of Liberty Teacher's Guide for Hardcover		978-0-739-89709-8		9-12	2006-07
Steck & Vaughn	America's Story				9-12	2006-07
Steck & Vaughn	Economic Concepts & Applications				9-12	2006-07
Steck & Vaughn	History of Our World: People, Places and Ideas Complete Hardcover Student Ed.				9-12	2006-07
Steck & Vaughn	History of Our World: People, Places and Ideas Complete Hardcover Teacher Resource				9-12	2006-07
Steck & Vaughn	History of Our World: People, Places and Ideas Complete Hardcover Teachers Guide				9-12	2006-07
Steck & Vaughn	America: Su Historia: Student Edition		978-0811460507	1992	9-12	2018-19
T.C.I.	History Alive Series				9-12	2006-07
Teaching for Change	Books not Bars				9-12	2006-07
Teaching for Change	A Peoples History of the U.S.				9-12	2006-07
Teaching for Change	Teaching Economics as if People Mattered				9-12	2006-07
Teachers Curriculum Institute	History Alive! The Ancient World Student Edition	1583713504		2004	6	2009-10
Teachers Curriculum Institute	History Alive! The Ancient World Teacher Resources	1583713506		2004	6	2009-10
Teachers Curriculum Institute	History Alive! The Medieval World and Beyond Student Edition	158371376X		2005	7	2009-10
Teachers Curriculum Institute	History Alive! The Medieval World and Beyond Teacher Resources	1583713754		2005	7	2009-10
Teachers Curriculum Institute	History Alive! The United States Through Industrialism Student Edition	1583714014		2005	8	2009-10

Teachers Curriculum Institute	History Alive! The United States Through Industrialism Teacher resource	1583714006		2005	8	2009-10
Trunorth Reseach	History/Social Studies Word List - Spanish Edition	No ISBN			9-12	2007-08
Interact Co.	Interact Collab Simulation Activities				9-12	2006-07
Weiser Educational Inc.	America's Story Student Text	LD4002WB		N/A	9-12	2007-08
Weiser Educational Inc.	America's Story Resource Binder	LD4008WB		N/A	9-12	2007-08
Weiser Educational Inc.	America's Story Audio CD	LD4009WB		N/A	9-12	2007-08
Weiser Educational Inc.	America's Story Set of 2 Videos	LD4012WB		N/A	9-12	2007-08
TEACHER SUPPLEMENTS						
Center for Applied Research in Educa	Ready to Use Environmental Science Activities Kit				9-12	2006-07
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Evan-Moor	X-Spanish/English Read & Understand Science 4-6+		9781596738980		9-12	2018-19
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National Geographic Society	Personal Narrative 6 Pack Teachers Guide				9-12	2006-07
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National Geographic Society	P/S Article C Pack Teachers Guide				9-12	2006-07
National Geographic Society	Letters/Journals C 6 Pack Teacher Guide				9-12	2006-07
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Preparation Guide for the CHSPE	Test Prep. Guide for the CHSPE				9-12	2006-07
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The Merriam - Webster Dictionary	Merriam-Webster Incorp.				9-12	2006-07
KITS						
Delta Education	FOSS (Full Option Science Systems) Lab Kits				9-12	2006-07
Monterey Bay STEP	Salmon & Trout Education Program				9-12	2006-07
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Digital Frog International	Digital Frog				9-12	2006-07
Digital Frog International	Digital Desert				9-12	2006-07

Digital Frog International	Digital Wetlands				9-12	2006-07
Digital Frog International	Digital Rainforest				9-12	2006-07
Darwin Research Station	Galapagos				9-12	2006-07
LANGUAGE ARTS						
American Guidance Service	American Literature Curriculum Class Set	0785441174	978-0-785-44118-2	2007	9-12	2007-08
American Guidance Service	American Literature Student Ed.				9-12	2006-07
American Guidance Service	American Literature Revised 2007 Edition Student Text	0785441050			9-12	2007-08
American Guidance Service	American Literature Teacher Ed. Revised	0785441069	978-0-785-44106-9	2007	9-12	2007-08
American Guidance Service	American Literature Student Workbook Revised	0785441085	978-0-785-44108-3	2007	9-12	2007-08
American Guidance Service	American Literature Student Workbook Answer Key				9-12	2006-07
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American Guidance Service	Basic English Composition Teacher Ed.				9-12	2006-07
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American Guidance Service	Basic English Grammar Class Set	0785429212	978-0-785-46330-6	2008	9-12	2007-08
American Guidance Service	British Literature 2007 Edition Student Text	0785440909			9-12	2007-08
American Guidance Service	British Literature Curriculum Class Set	0785441026			9-12	2007-08
American Guidance Service	English for the World of Work				9-12	2006-07
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American Guidance Service	Life Skills English Student Workbook				9-12	2006-07
American Guidance Service	Life Skills English Student Workbook Answer Key				9-12	2006-07
American Guidance Service	Exploring Literature Curriculum Set	0785418261	978-0-785-41826-9	2007	9-12	2007-08
American Guidance Service	Exploring Literature Student Text	0725440755	978-0-785-44075-8		9-12	2006-07
American Guidance Service	Exploring Literature Teacher Ed. Revised	0785440763	978-0-786-41814-6	2007	9-12	2007-08
American Guidance Service	Exploring Literature Student Workbook Revised	078544078X	978-0-786-41818-4	2007	9-12	2007-08
American Guidance Service	Exploring Literature Student Workbook Answer Key				9-12	2006-07
American Guidance Service	World Literature Curriculum Class Set	0785440720	978-0-786-41841-2	2007	9-12	2007-08
American Guidance Service	World Literature Curriculum Class Set Student Ed. Revised				9-12	2006-07
American Guidance Service	World Literature Student Text	0785440607			9-12	2007-08
American Guidance Service	World Literature Teacher Ed.	0785440615	978-0-786-41829-0	2007	9-12	2007-08
American Guidance Service	World Literature Student Workbook	0785440631	978-0-786-41831-3	2007	9-12	2007-08
American Guidance Service	World Literature Student Workbook Answer Key				9-12	2006-07
Ammie Enterprises	English the Easy Way				9-12	2006-07
Ammie Enterprises	English Grammar Punctuation Card				9-12	2006-07
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Ammie Enterprises	Spanish/English Dictionary				9-12	2006-07
Ammie Enterprises	Pronounce It Perfectly in English				9-12	2006-07
Ammie Enterprises	Essentials in English				9-12	2006-07
Cengage Learning	Basic English Review: English the Easy Way, 8th Edition	0538727209	978-0-538-72720-4		9-12	2007-08
Educational Design	California Standards				9-12	2006-07
Educational Design	Based English Language				9-12	2006-07
Educational Design	Art, Coach Series				9-12	2006-07

Folett	American Heritage Dictionary				9-12	2006-07
Folett	Spanish/English Dictionary				9-12	2006-07
Globe	Tapestry A Multi-Cultural Anthology				9-12	2006-07
Globe Fearon	Practical English				9-12	2006-07
Globe Fearon	Basic English				9-12	2006-07
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Globe Fearon	Basic English Answer Key				9-12	2006-07
Globe Fearon	ESL Teachers Package				9-12	2006-07
Globe Fearon	Latino Biographies				9-12	2006-07
Globe Fearon	Latino Literature				9-12	2006-07
Great Source Education/The Write So	All Write Handbook Softcover				9-12	2006-07
Great Source Education/The Write So	All Write Teacher's Guide (to the Handbook)				9-12	2006-07
Great Source Education/The Write So	Write Ahead Handbook Softcover				9-12	2006-07
Great Source Education/The Write So	Write Ahead Teacher's Guide				9-12	2006-07
Heinle & Heinle	More Grammar Practice Book 1				9-12	2006-07
Heinle & Heinle	More Grammar Practice Book 2				9-12	2006-07
Heinle & Heinle	More Grammar Practce Book 3				9-12	2006-07
Heinle & Heinle	Grammar Practice Answer Key				9-12	2006-07
Holt	Adventures in English Literature	?			9-12	2006-07
Holt	Characters in Conflict	?			9-12	2006-07
Holt	Vocabulary Workshop	?			9-12	2006-07
Holt McDougal	Elements of Literature Course 3 Student Edition		978-0-030-36878-3		9-12	2010-11
Holt McDougal	Elements of Literature Course 3 Teachers Edition		978-0-030-99285-8		9-12	2010-11
Holt McDougal	Elements of Literature Course 4 Student Edition		978-0-030-36879-0		9-12	2010-11
Holt McDougal	Elements of Literature Course 4 Teachers Edition		978-0-030-99281-0		9-12	2010-11
Holt McDougal	Elements of Literature Course 5 Student Edition		978-0-030-36881-3		9-12	2010-11
Holt McDougal	Elements of Literature Course 5 Teachers Edition		978-0-030-99279-7		9-12	2010-11
Holt McDougal	Essentials of British and World Literature Student Edition		978-0-030-36882-0		9-12	2010-11
Holt McDougal	Literature and Language Arts Course 11 Teachers Edition		978-0-030-99284-1		9-12	2010-11
Holt, Rinehart & Winston	African American Literature	003051083X	none	1998	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature: First Course	0030683734	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature: Second Course	0030683742	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature: Third Course	0030683769	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature: Third Course Teacher's Edition	003068384X	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature Fourth Course	0030683777	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature 5th Course	0030683785	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature 6th Course	0030382823	none	2005	9-12	2007-08
Holt, Rinehart & Winston	Elements of Literature: Sixth Course Teacher's Edition	0030424321	none	2005	9-12	2007-08
Houghton Mifflin	Focus on Literature - People				9-12	2006-07
Houghton, Mifflin	American Heritage Dictionary				9-12	2006-07
Houghton Mifflin Harcourt	Language Of Literature Gr 10 PE		978-061860138-7		9-12	2014-15
Houghton Mifflin Harcourt	Language of Literature Gr 10 TE		978-061860146-2		9-12	2014-15
Houghton Mifflin Harcourt	Language of Literature Gr 11 PE		978-061860139-4		9-12	2014-15
Houghton Mifflin Harcourt	Language of Literature Gr 12 TE		978-061860148-6		9-12	2014-15

Houghton Mifflin Harcourt	HDM Lifetime Health SE		978-003096219-6		9-12	2016-17
Houghton Mifflin	Vocabulary for Achievement Grade 6, Student Workbook		978-0-669-52042-2		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 6, Teacher Edition		978-0-669-51761-3		9-12	2009-10
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Houghton Mifflin	Vocabulary for Achievement Grade 7, Teacher Edition		978-0-669-51762-0		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 8, Student Workbook		978-0-669-52045-3		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 8, Teacher Edition		978-0-669-51763-7		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 9, Student Workbook		978-0-669-52046-0		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 9, Teacher Edition		978-0-669-51764-4		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 10, Student Workbook		978-0-669-52047-7		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 10, Teacher Edition		978-0-669-51765-1		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 11, Student Workbook		978-0-669-52048-4		9-12	2009-10
Houghton Mifflin	Vocabulary for Achievement Grade 11, Teacher Edition		978-0-669-51766-8		9-12	2009-10
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National Geographic School	California TE Language & Fluency CD		978-0-736-25911-8			2010-11
National Geographic School	Teacher Support Pack		978-0-736-25980-4			2010-11
National Geographic School	Folk Tales Collection w/ CD, California Adoption Level A		978-0-736-25981-1			2010-11
National Geographic School	Assessment Handbook		978-0-736-25680-3			2010-11
National Geographic School	California SE Theme Books Set B & Practice Book		978-0-736-25984-2			2010-11
National Geographic School	California TE Language & Fluency CD		978-0-736-25912-5			2010-11
National Geographic School	Teacher Support Pack		978-0-736-25989-7			2010-11
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National Geographic School	Assessment Handbook		978-0-736-25681-0			2010-11
National Geographic School	CA Reading & Language SE w/ Practice Book & Writing SE w/ workout		978-0-736-26002-2			2010-11
National Geographic School	California TE Set, Vol 1 & 2		978-0-736-26008-4			2010-11
National Geographic School	Teacher Support Pack w/ Leveled Library Single, Copy Set C		978-0-736-26012-1			2010-11
National Geographic School	Leveled Library Single, Copy Set		978-0-736-26013-8			2010-11
National Geographic School	Assessment Handbook		978-0-736-25682-7			2010-11
National Geographic School	CA Reading & Language SE w/ Practice Book & Writing SE w/ workout		978-0-736-26020-6			2010-11
National Geographic School	California Teachers Edition Set, Vol 1 & 2		978-0-736-26026-8			2010-11
National Geographic School	Teacher Support Pack w/ Leveled Library Classroom Set D		978-0-736-26029-9			2010-11
National Geographic School	CA Reading & Language SE w/ Practice Book & Writing SE w/ workout		978-0-736-26038-1			2010-11
National Geographic School	California Teachers Edition Set, Vol 1 & 2		978-0-736-26044-2			2010-11
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National Geographic School	Language Development Work Text SE, Literacy Express Practice Book		978-0-736-27201-8			2010-11
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Novel Units	Miracle's Boys Student Packet/Teachers Guide				9-12	2006-07
Novel Units	The Merriam-Webster's Dictionary of Synonyms & Antonyms				9-12	2006-07

Novel Units	Julius Ceasar Student Packet/Teachers Guide				9-12	2006-07
PCI Educational Publishing	Confusing Words				9-12	2006-07
Perfection Learning Corp	Progress to Success: English Teacher Wraparound Grades 11-12		978-0-789-188694		9-10	2016-17
Perfection Learning Corp	Progress to Success: English Language Arts Grades 11-12 SE		978-0-789-188687		11-12	2016-17
Pearson AGS Globe	American Literature Student Workbook		978-0-785-44105-3		9-12	2008-09
Pearson AGS Globe	American Literature Student Edition 2007		978-0-785-44105-0		9-12	2008-09
Pearson AGS Globe	American Literature Student Workbook 2007		978-0-785-44108-3		9-12	2008-09
Pearson AGS Globe	Exploring Literature Student Edition		978-0-785-44075-5		9-12	2008-09
Pearson AGS Globe	Exploring Literature Student Workbook		978-0-785-44078-9		9-12	2008-09
Pearson AGS Globe	Exploring Literature Teacher Ed. 2007		978-0-785-44076-3		9-12	2008-09
Pearson AGS Globe	Exploring Literature Workbook 2007		978-0-785-44078-9		9-12	2008-09
Pearson AGS Globe	World Literature Student Workbook		978-0-785-44063-5		9-12	2008-09
Pearson AGS Globe	World Literature Student Edition		978-0-785-44060-4		9-12	2008-09
Pearson Education	Exploring Literature Teacher Edition*		978-0-785-44076-5		9-12	2011-12
Pearson Education	Exploring Literature Vocabulary Workbook*		978-0-785-44080-2		9-12	2011-12
Pearson Education	Exploring Literature Classroom Set*		978-0-785-44087-1		9-12	2011-12
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Pearson Education	MPELA 17 SE V1 & 2 Gr 9 2017		978-0-133-33952-9		9	2017-18
Pearson Education	MPELA 17 SE V1 & 2 Gr 10 2017		978-0-133-33953-6		10	2017-18
Pearson Education	MPELA 17 SE V1 & 2 Gr 11 2017		978-0-133-33954-3		11	2017-18
Pearson Education	MPELA 17 V1 & 2 Gr 12 2017		978-0-133-33955-0		12	2017-18
Pearson Education	MPELA 17 Gr 9 2017 TE		978-0-133-33868-3		09	2017-18
Pearson Education	MPELA 17 Gr 10 TE 2017		978-0-133-33869-0		10	2017-18
Pearson Education	MPELA 17 Gr 11 TE 2017		978-0-133-33870-6		11	2017-18
Pearson Education	MPELA 17 Gr 12 TE 2017		978-0-133-33871-3		12	2017-18
Pearson Education	World Literature Classroom Set*		978-0-785-44072-7		9-12	2011-12
Pearson Education	World Literature Teacher Edition*		978-0-785-44061-1		9-12	2011-12
Pearson Education	World Literature Vocabulary Workbook*		978-0-785-44067-3		9-12	2011-12
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Pearson Education Inc.	World Literature Classroom Set*	0785440720			9-12	2011-12
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Pearson Education Inc.	Plit 15 CC Compn Wbk G09 2015		978013327110-2		09	2016-17
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Pearson Education Inc.	PHlit10 Ntl Lang Cntrl Wbk Gr 2010		978013370441-9		09	2016-17
Pearson Education Inc.	Phlit 10 TE G09 2010		978013366641-0		10	2016-17
Pearson Education Inc.	Phlit 10 Newcomer Book TE 2010		978013367550-4		10	2016-17
Pearson Education Inc.	PHLit 10 Newcomer Book SE 2010		978013367580-1		9-12	2016-17
Pearson Education Inc.	LC13 TE G10		978142843521-6		9-12	2016-17
Pearson Education Inc.	Phlit10 Reality Cntrl Anth G10 2010		978013367439-2		9-12	2016-17
Pearson Education Inc.	PLIT15 CC STD T CMPN A10 WKBK G10 2015		978013327119-5		9-12	2016-17
Pearson Education Inc.	PLIT15 CC COMPN WKBK G 10 2015		978013327111-9		9-12	2016-17
Pearson Education Inc.	PLIT 15 CC TE G10 2015		978013326831-7		9-12	2016-17
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Pearson Education Inc.	PHLIT 10 REALITY CNTRL Writng Jml 2010		978013367516-0		9-12	2016-17
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Pearson Education Inc.	PHLIT 10 TE G10 2010		978013366643-4		9-12	2016-17
Pearson Education Inc.	PHLIT 10 REALITY Central RDGS TM 2010		978013367445-3		9-12	2016-17
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Pearson Learning Group	Be a Better Reader A		978-0-130-23868-9		9-12	2008-09
Pearson Learning Group	Be a Better Reader B		978-0-130-23869-6		9-12	2006-07
Pearson Learning Group	Be a Better Reader B Teacher's Edition				9-12	2006-07
Pearson Learning Group	Be a Better Reader C		978-0-130-12860-3		9-12	2006-07
Pearson Learning Group	Be a Better Reader C Teacher's Edition		978-0-130-23878-8		9-12	2006-07
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Pearson Learning Group	Be a Better Reader Start Out		978-0-130-23925-5		9-12	2008-09
Pearson Learning Group	Diagnostic Guide				9-12	2006-07
Pearson Publishing	Basic English Curriculum Class Set	07854429107			9-12	2009-10
PCI Educational Publishing	Synonyms & Antonyms				9-12	2006-07
Prentice Hall	Guided Reading & Study Work Book				9-12	2006-07
Prentice Hall/Pearson	Literature Bronze Student Ed.				9-12	2006-07
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Prentice Hall/Pearson	Assessment Bronze				9-12	2006-07
Prentice Hall/Pearson	Literature Adapted Reader's Companion Bronze				9-12	2006-07
Prentice Hall/Pearson	Literature ELL Reader's Companion Bronze				9-12	2006-07
Prentice Hall/Pearson	Literature Reader's Companion Teacher Guide Bronze				9-12	2006-07

Prentice Hall/Pearson	Literature Student Edition Silver				9-12	2006-07
Prentice Hall/Pearson	Literature Teacher's Edition Silver				9-12	2006-07
Prentice Hall/Pearson	Assessment Silver				9-12	2006-07
Prentice Hall/Pearson	Literature Adapted Reader's Companion Silver				9-12	2006-07
Prentice Hall/Pearson	Literature ELL Reader's Companion Silver				9-12	2006-07
Prentice Hall/Pearson	Literature Reader's Companion Teacher's Guide Silver				9-12	2006-07
Prentice Hall/Pearson	Literature Student Edition Gold				9-12	2006-07
Prentice Hall/Pearson	Literature Teacher's Edition Gold				9-12	2006-07
Prentice Hall/Pearson	Assessment Gold				9-12	2006-07
Prentice Hall/Pearson	Literature Adapted Reader's Companion Gold				9-12	2006-07
Prentice Hall/Pearson	Literature ELL Reader's Companion Gold				9-12	2006-07
Prentice Hall/Pearson	Literature Reader's Companion Teaching Guide Gold				9-12	2006-07
Prentice Hall/Pearson	Literature Student Edition Platinum				9-12	2006-07
Prentice Hall/Pearson	Literature Teacher's Edition Platinum				9-12	2006-07
Prentice Hall/Pearson	Assessment Platinum				9-12	2006-07
Prentice Hall/Pearson	Literature Adapted Reader's Companion Platinum				9-12	2006-07
Prentice Hall/Pearson	Literature ELL Reader's Companion Platinum				9-12	2006-07
Prentice Hall/Pearson	Guide to Essentials Teacher's Manual				9-12	2006-07
Prentice Hall/Pearson	Guide to the Essentials (English)				9-12	2006-07
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Prentice Hall/Pearson	Guide Reading Spanish Audiotapes				9-12	2006-07
Prentice Hall/Pearson	Literature Reader's Companion Teaching Guide Platinum				9-12	2006-07
Prentice Hall/Pearson	Teaching Resources				9-12	2006-07
Curriculum Associates	Quickword - Handbook of Student Words	No ISBN		2007	9-12	2007-08
Renaissance	Accelerated Reader/Starter Kit				9-12	2006-07
Saddleback Education Inc.	School Dictionary				9-12	2006-07
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Scholastic Inc.	Book Teacher's Edition Stage C	QDP973485		2007	9-12	2007-08
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Starline Press, Inc.	English 9 Complete	E900C		2007	9-12	2007-08
Starline Press, Inc.	English 10 Complete	E1000C		2007	9-12	2007-08
Steck Vaughn/Harcourt	Short Classic Complete Set				9-12	2006-07
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Thomson Education	English The Easy Way				9-12	2006-07
Thomson Education	English the Easy Way Teacher's Workbook				9-12	2006-07
Trunorth Research	Academic Language Vocabulary Word List Spanish Ed	No ISBN			9-12	2007-08
VarsityBooks	Language of Literature Level 10				9-12	2006-07
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Great Source Education	Access Science Student/Student Activity Journal Bundle				9-12	2006-07
Great Source Education	Access Science Teacher's Edition				9-12	2006-07
Great Source Education	Access Science Student Activity Journal Teacher's Edition				9-12	2006-07
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Great Source Education	Access Math Student/Student Activity Journal Bundle				9-12	2006-07
Great Source Education	Access Math Teacher's Edition				9-12	2006-07
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Great Source Education	Access Math Assessment Folder				9-12	2006-07
Rosetta Stone	Network English (US) 1				9-12	2006-07
Rosetta Stone	Network English (US) 2				9-12	2006-07
Rosetta Stone	Network English (US) 3				9-12	2006-07
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Teacher Created Materials	Ex Non Fiction Level 4				9-12	2006-07
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Teacher Created Materials	Write Time Level 3				9-12	2006-07
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Things for Learning Inc.	Beginner set Life Themes for ESL Classes				9-12	2006-07
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Thomson Heinle	Visions: Basic Language & Literacy Activity Book				9-12	2006-07
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Thomson Heinle	Visions: Basic Language & Literacy Assessment Program				9-12	2006-07
Thompson Learning	Activity Masters				9-12	2006-07
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Thompson Learning	Answer Key for More Grammar 1-3				9-12	2006-07
Thompson Learning	Assessment				9-12	2006-07
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Thompson Learning	Assessment Pkg				9-12	2006-07
Thompson Learning	Assessment Pkg				9-12	2006-07
Thompson Learning	Assessment Pkg				9-12	2006-07
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Thompson Learning	Composition Practice Book 2				9-12	2006-07
Thompson Learning	Composition Practice Book 3				9-12	2006-07
Thompson Learning	Composition Practice Book 4				9-12	2006-07
Thomson Learning	Launch into Reading Level 1				9-12	2006-07
Thomson Learning	Launch into Reading Level 1				9-12	2006-07
Thomson Learning	Launch into Reading Lev. 1 Teacher Edition				9-12	2006-07
Thomson Learning	Launch into Reading Level 2 Workbook				9-12	2006-07
Thomson Learning	Launch into Reading Level 2 Text				9-12	2006-07
Thomson Learning	Launch into Reading Level 2 Teacher Edition				9-12	2006-07
Thomson Learning	Launch into Reading Level 3 Text				9-12	2006-07
Thomson Learning	Launch into reading Level 3 Workbook 3				9-12	2006-07
Thomson Learning	Launch into Reading Level 3 Teacher Edition				9-12	2006-07
Thomson Learning	Luanch Into Reading Level 1 Assessment				9-12	2006-07
Thomson Learning	Launch into Reading Level 2 Assessment				9-12	2006-07
Thomson Learning	Launch into Reading Level 3 Assessment				9-12	2006-07
Thomson Learning	Launch into Reading Level 1 Teachers Resource				9-12	2006-07
Thomson Learning	Launch into Reading Level 2 Teachers Resource				9-12	2006-07
Thomson Learning	Launch into Reading Level 3 Teachers Resource				9-12	2006-07

Thomson Learning	Launch into Reading Level 3 Video Program				9-12	2006-07
Thomson Learning	Launch into Reading Student CD Rom Level 1				9-12	2006-07
Thomson Learning	English Action Level 3 Text/Audio Pkg				9-12	2006-07
Thomson Learning	English Action Level 3 Workbook/Audio				9-12	2006-07
Thompson Learning	Listening and Speaking Tape				9-12	2006-07
Thompson Learning	Listening and Speaking Tape 2				9-12	2006-07
Thompson Learning	Listening and Speaking Tape 2				9-12	2006-07
Thompson Learning	Literacy Masters				9-12	2006-07
Thompson Learning	Making Connections Level 1 Student Text	0838470084	978-0-838-47008-4	1996	9-12	2007-08
Thompson Learning	Making Connections Level 1 Workbook	0838470009		1996	9-12	2007-08
Thompson Learning	Making Connections Level 2 Student Text	0838470122	978-0-838-47012-1	1996	9-12	2007-08
Thompson Learning	Making Connections Level 2 Workbook	0838470408		1996	9-12	2007-08
Thompson Learning	Making Connections Level 3 Student Text	0838438415	978-0-838-43841-1	1996	9-12	2007-08
Thompson Learning	Making Connections Level 3 Workbook	0838442439		1996	9-12	2007-08
Thompson Learning	Composition Practice Level 1 Workbook	0838419933	978-0-8419933	2001	9-12	2007-08
Thompson Learning	Composition Practice Level 2 Workbook	0838419984	978-0-8419984	2001	9-12	2007-08
Thompson Learning	Composition Practice Level 3 Workbook	0838419992	978-0-8419991	2001	9-12	2007-08
Thompson Learning	Composition Practice Level 4 Workbook	0838420001	978-0-8420003	2001	9-12	2007-08
Thompson Learning	Basic English Review-Annotated Teacher's Edition	0538727241	978-0-538-72724-2	2005	9-12	2007-08
Thompson Learning	Basic English English the Easy Way Teacher's Ed Workbook	0538717602		2005	9-12	2007-08
Thompson Learning	Basic English the Easy Way Student Workbook	0538727209	978-0-538-72720-4	2005	9-12	2007-08
Thompson Learning	More Grammar Practice Workbook 1				9-12	2006-07
Thompson Learning	More Grammar Practice Workbook 2				9-12	2006-07
Thompson Learning	More Grammar Practice Workbook 3				9-12	2006-07
Thompson Learning	More Grammar Practice Book 1/2/3 Answer Keys				9-12	2006-07
Thompson Learning	Skillbuilder 1				9-12	2006-07
Thompson Learning	Skillbuilder 2				9-12	2006-07
Thompson Learning	Student Journal w/Activity Masters				9-12	2006-07
Thompson Learning	Student Journal w/Activity Masters				9-12	2006-07
Thompson Learning	Student Journal w/Activity Masters				9-12	2006-07
Thompson Learning	Student Tape				9-12	2006-07
Thompson Learning	Student Tape				9-12	2006-07
Thompson Learning	Student Tape				9-12	2006-07
Thompson Learning	Teacher Tape				9-12	2006-07
Thompson Learning	Teacher Tape				9-12	2006-07
Thompson Learning	Teacher Tape				9-12	2006-07
Thompson Learning	Teachers Extended Edition				9-12	2006-07
Thompson Learning	Teachers Extended Edition				9-12	2006-07
Thompson Learning	Teachers Extended Edition				9-12	2006-07
Thompson Learning	Teachers Guide				9-12	2006-07
Thompson Learning	Teachers Guide				9-12	2006-07
Thompson Learning	Teachers Guide				9-12	2006-07
Thompson Learning	Teachers Guide to Using the Heinle & Heinle ESL/ELD Program				9-12	2006-07
Thompson Learning	Transparencies				9-12	2006-07

Thompson Learning	Transparencies				9-12	2006-07
Thompson Learning	Transparencies				9-12	2006-07
Thompson Learning	Voices in Literature Bronze Text				9-12	2006-07
Thompson Learning	Voices in Literature Silver Text				9-12	2006-07
Thompson Learning	Voices in Literature Gold Text				9-12	2006-07
Thompson Learning	Workbook				9-12	2006-07
Thompson Learning	Workbook				9-12	2006-07
Thompson Learning	Workbook				9-12	2006-07
HIGH SCHOOL EXIT EXAM PREP MATERIALS						
American Book Co.	California Grammar & Usage Review				9-12	2006-07
American Book Co.	California Mathematics Review				9-12	2006-07
American Book Co.	California Reading Review				9-12	2006-07
American Book Co.	California Writing Review				9-12	2006-07
American Book Co.	Passing the California Algebra 1 State Exam		978-1-598-07141-2		9-12	2007-08
CGP Study	CAHSEE Mathematics Workbook Class Set	M9W1CAC20		2007	9-12	2007-08
CGP Study	CASHEE Algebra 1 Workbook Class Set	A8W1CAC20		2007	9-12	2007-08
CGP Study	CAHSEE English Language Arts Workbook Class Set	E9M1CAC20		2007	9-12	2007-08
CGP Study	Romeo & Juliet - An Introduction	E9R11		2007	9-12	2007-08
Chariot Software Group	CAHSEE Test Prep System				9-12	2006-07
CHSPE Study Guide Preparation Tea	CHSPE Prerparation Book: Study Guide Book & Practice Test		978-1628454680	2018	9-12	2017-18
Coordination Group Publications	Mathematics Workbook				9-12	2006-07
Houghton Mifflin	Complete GED Preparation		978-1-419-05399-3		9-12	2009-10
Math Teachers Press	Exit Exam Student Book Soft Cover				9-12	2010-11
Math Teachers Press	Exit Exam Teachers Manual				9-12	2010-11
Math Teachers Press	Algebra Readiness Manipulative Kit				9-12	2010-11
Math Teachers Press Inc.	CAHSEE EXIT EXAMS Class Sets	CAC20			10-12	2014.15
Math Teachers Press, Inc.	Conquering the CAHSEE Class Manipulative Kit				9-12	2010-11
Math Teachers Press, Inc.	Conquering the CAHSEE Overhead Manipulatives				9-12	2010-11
Math Teachers Press, Inc.	Conquering the CAHSEE Teachers Resource Manuel		978-1-591-67313-2		9-12	2010-11
Math Teachers Press, Inc.	Conquering the CAHSEE Student Book		978-1-591-67312-5		9-12	2010-11
Math Teachers Press Inc.	SUMS Teachers Guide	SUMSTG			9-12	2016-17
McDougal Littell	California Standards Review & Practice for CASHEE Student		978-0-547-12451-3			2010-11
McDougal Littell	California Standard Review & Practice for CASHEE Teacher		978-0-547-12458-2			2010-11
The Princeton Review	Cracking the CAHSEE: Math		978-0-375-76593-3		9-12	2008-09
Riverhead Books	WOE Is I: The Grammarphobe's Guide				9-12	2006-07
Saddleback Educational Inc.	GED Test Prep Exercise Class				9-12	2006-07
Sacramento COE	CHSPE Test Preparation Guide				9-12	2016-17
Educational Testing Service	Guia Oficial Examen HiSet 1st Edition 2017		978-1259837128		9-12	2017-18
Educational Testing Service	The Official Guide to the HiSet Exam 2nd Edition		978-1259640797		9-12	2017-18
HiSet Study Guide Prep Team	HiSet 2018 Preparation Book Study Guide & Practice Exam		978-1628455038		9-12	2017-18
Reza Nazari & Ava Ross	HiSet Math Workbook 2018-19 The Most Comprehensive Review for Math		978-1986478496		9-12	2017-18
Kaplan Test Prep	SAT Prep Plus 2018: 5 Practice Test and Strategies		978-1506221304	2018	9-12	2018-19

Test Prep Book Review Team	SAT Prep 2017-18 Study Guide & Practice Test Questions		978-1628454673	2018	9-12	2018-19
The College Board	The Official SAT Study Guide 2018 Edition		978-1457309281	2018	9-12	2018-19
HEALTH						
American Guidance Service	Discover Skills for Life				9-12	2006-07
American Guidance Service	Everyday Life Skills				9-12	2006-07
American Guidance Service	Health				9-12	2006-07
American Guidance Service	Life Skills Health Curriculum Class Set	0785418784	978-0-785-41878-8	2007	9-12	2007-08
American Guidance Service	Life Skills Health Student Ed.	0785441336	978-0-785-44133-5		9-12	2006-07
American Guidance Service	Life Skills Health Teacher Ed.		978-0-785-44134-2		9-12	2006-07
American Guidance Service	Life Skills Health Student Workbook	0785441360	978-0-785-44136-6		9-12	2006-07
American Guidance Service	Life Skills Health Student Workbook Answer Key				9-12	2006-07
American Guidance Service	Life Skills English	0785430652	978-0-785-43065-0		9-12	2010-11
Cengage Learning	Diversified Health Occupations 6th Edition		978-1-401-81456-4		9-12	2010-11
Cengage Learning	Workbook Diversified Health Occupations 6th Edition		978-1-401-81457-1		9-12	2010-11
Cengage Learning	Instructors Manual Diversified Health Occupation 6th Edition		978-1-401-81458-8		9-12	2010-11
Goodheart-Willcox	Children: The Early Years	1590705858	978-1-590-70585-8		9-12	2007-08
Goodheart-Willcox	Children: The Early Years, Student Activity Guide		978-1-590-70547-6		9-12	2008-09
Goodheart-Willcox	Teacher's Wraparound Edition	1590705467			9-12	2007-08
Goodheart-Willcox	Teacher's Resource Guide	1590705483			9-12	2007-08
Goodheart-Willcox	Student Activity Guide	1590705475			9-12	2007-08
Goodheart-Willcox	Guide to Good Food Textbook 2018		978-1631262258	2018	9-12	2018-19
Goodheart-Willcox	Guide to Good Food WB 2018		978-1631262265	2018	9-12	2018-19
Goodheart-Willcox	Guide to Good Food TS 2018		978-1631262333	2018	9-12	2018-19
Goodheart-Willcox	Guide to Good Food Student Activity Guide		978-1590706923		9-12	2009-10
Goodheart-Willcox	Guide to Good Food Teacher's Edition		978-1631262302	2018	9-12	2018-19
Goodheart-Willcox	Student Activity Guide	159070519X			9-12	2007-08
Goodheart-Willcox	Child Development: Early Stages Through Age 12 Text Book*		978-1-605-25293-3		9-12	2011-12
Goodheart-Willcox	Child Development: Early Stages Through Age 12 Workbook*		978-1-605-25295-7		9-12	2011-12
Goodheart-Willcox	Child Development: Early Stages Through Age 12 Teacher Edition*		978-1-605-25294-0		9-12	2011-12
Glencoe	Cross Curriculum Activities				9-12	2006-07
Glencoe McGraw-Hill	Health & Wellness Student Edition	0078760267	978-0-078-76026-6	2008	9-12	2007-08
Glencoe McGraw-Hill	Health & Wellness Teacher Edition	0078308631	978-0-078-76027-3	2008	9-12	2007-08
Glencoe McGraw-Hill	Health & Wellness Teacher Classroom Resources	0078760275	978-0-078-30863-5	2005	9-12	2007-08
Glencoe McGraw-Hill	Health & Wellness Teacher Wraparound Edition*	0078760275			9-12	
Glencoe McGraw-Hill	Reading Essentials Health Spanish				9-12	2006-07
Glencoe McGraw-Hill	Reading Essentials Health Spanish T.E.				9-12	2006-07
Harcourt	Health				9-12	2006-07
Houghton Mifflin Harcourt	Decisions for Health Book 1		978-0-811-43300-6		9-12	2008-09
Houghton Mifflin Harcourt	Decisions for Health Book 2		978-0-811-43301-3		9-12	2008-09
Houghton Mifflin Harcourt	Decisions for Health Teachers Edition		978-0-811-43302-1		9-12	2008-09
Human Kinetics	Fitness For Life Teacher Lesson Plans CD ROM				9-12	2006-07
Human Kinetics	Fitness For Life				9-12	2006-07
Holt McDougal	Holt Lifetime Health Student Edition		978-0-030-96219-6		9-12	2008-09

Holt McDougal	Holt Lifetime Health Teacher Edition		978-0-030-96220-2		9-12	2008-09
Human Kinetics	Fitness For Life 5th Edition - Cloth		978-0-736-06675-4		9-12	2008-09
Human Kinetics	Fitness For Life 5th Edition - Teacher Edition		978-0-736-06864-2		9-12	2008-09
Human Kinetics	Fitness For Life DVD In Service		978-0-736-05568-0		9-12	2008-09
Human Kinetics	Fitness For Life Spanish E Book		978-0-736-05531-4		9-12	2008-09
Human Kinetics	Fitness For Life Poster		978-0-736-05098-2		9-12	2008-09
Human Kinetics	Social Issues in Sports		978-1-4504-9520-2		9-12	2015-16
Holt, Rinehart & Winston	Health				9-12	2006-07
McGraw-Hill	Health & Wellness SE		978007877771-4		9-12	2016-17
McGraw-Hill	Health & Wellness TE		978002280389-6		9-12	2016-17
McGraw-Hill	Understanding Psychology SE 2014		978-0076631940	2014	9-12	2018-19
Mc Graw-Hill	Understanding Psychology Student Edition 2003	0078285712			9-12	2007-08
Mc Graw-Hill	Chapter and Unit Tests	0078285720			9-12	2007-08
Mc Graw-Hill	Understanding Psychology Teacher Wraparound Edition	0078301181			9-12	2007-08
Morning Glory Press	Your Pregnancy & Newborn Journey Easy Reading Edition*				9-12	2011-12
Morning Glory Press	Your Pregnancy & Newborn Journey Workbook Easy Reading Edition*				9-12	2011-12
Morning Glory Press	Your Pregnancy & Newborn Journey Answer Key and Quizzes Easy Reading Edition*				9-12	2011-12
Morning Glory Press	Your Pregnancy & Newborn Journey				9-12	2006-07
Morning Glory Press	Your Pregnancy & Newborn Journey Spanish	38427			9-12	2007-08
Morning Glory Press	Your Pregnancy & Newborn Journey Work Books				9-12	2006-07
Morning Glory Press	Your Pregnancy & Newborn Journey Work Books Spanish	38434			9-12	2007-08
Morning Glory Press	Your Pregnancy & Newborn Journey Teachers Answer Key Spanish	38441			9-12	2007-08
Morning Glory Press	Nurturing Your Newborn				9-12	2006-07
Morning Glory Press	Nurturing Your Newborn Spanish	38397			9-12	2007-08
Morning Glory Press	Nurturing Your Newborn Work Book				9-12	2006-07
Morning Glory Press	Nurturing Your Newborn Work Book Spanish	38403			9-12	2007-08
Morning Glory Press	Nurturing Your Newborn Teachers Edition	56609			9-12	2007-08
Morning Glory Press	Your Baby's First Year				9-12	2006-07
Morning Glory Press	Your Baby's First Year Work Book				9-12	2006-07
Morning Glory Press	Your Baby's First Year Answer Key and Quizzes*				9-12	2011-12
Morning Glory Press	The Challenge of Toddlers Work Books				9-12	2006-07
Morning Glory Press	Discipline from Birth to Three Work Books				9-12	2006-07
Morning Glory Press	Discipline from Birth to Three Work Books Spanish	38670			9-12	2007-08
Morning Glory Press	Discipline from Birth to Three Work Book Answer Key	38151			9-12	2007-08
Morning Glory Press	Discipline from Birth to Three Work Book Answer Key Spanish	38694			9-12	2007-08
Morning Glory Press	Teen Dads Work Book				9-12	2006-07
New Futures	Teenage Pregnancy: A New Beginning Text Book				9-12	2006-07
New Futures	Teenage Pregnancy: A New Beginning Work Book				9-12	2006-07
Pearson Publishing	Discover Health Curriculum Class Set	0785418601			9-12	2009-10
Pearson Publishing	Discover Health Student Textbook	0785418431			9-12	2009-10
Prentice-Hall	Human Biology & Health				9-12	2006-07
Workman Publishing Inc.	What to Expect When You Are Expecting				9-12	2006-07
Workman Publishing Inc.	What to Expect the First Year				9-12	2006-07

GENDER & SEXUALITY						
New Futures, Inc	Teenage Pregnancy: A New Beginning				9-12	2006-07
New Futures, Inc	Teenage Pregnancy: Student Guide A New Beginning				9-12	2006-07
New Futures, Inc	Working with Pregnant & Parenting Teens				9-12	2006-07
Teaching for Change	Flirting or Hurting A Teachers Guide on Sexual Harrasment				9-12	2006-07
Tides/Girls Circle Association	Girls Circle Complete Set				9-12	2006-07
VIDEOS						
Attenborough, David	Planet Earth Series				9-12	2008-09
Library Video Company	Lord of the Flies				9-12	2006-07
Library Video Company	The Great Gatsby				9-12	2006-07
Library Video Company	Hatchet				9-12	2006-07
APPLIED ARTS						
California Educational Creations	Complete Driver's Education Program	No ISBN		2007	9-12	2007-08
Mc Graw-Hill	Introducing Art Student Edition 2007				9-12	2006-07
Mc Graw-Hill	Introducing Art Teacher Wraparound Edition 2007				9-12	2006-07
Goodheart-Willcox	The World of Fashion Merchandising Textbook		978-1-566-37891-8		9-12	2007-08
Goodheart-Willcox	Student Activity Guide		978-1-566-37892-5		9-12	2007-08
Goodheart-Willcox	Teacher's Resource Portfolio		1-59070-554-8		9-12	2007-08
Goodheart-Willcox	Auto Fundamentals		0-59070-325-1		9-12	2007-08
Goodheart-Willcox	Auto Workbook		1-59070-326-X		9-12	2007-08
Goodheart-Willcox	Instructor's Manual		1-59070-327-8		9-12	2007-08
Goodheart-Willcox	Residential Housing & Interior Workbook		978-1-590-70305-2		9-12	2008-09
Goodheart-Willcox	Residential Housing & Interior Teachers Edition		978-1-590-70305-7		9-12	2008-09
Goodheart-Willcox	Residential Housing and Interiors		1-59070-304-9		9-12	2007-08
Goodheart-Willcox	Student Activity Guide		1-59070-305-7		9-12	2007-08
Goodheart-Willcox	Instructor's Resource Portfolio		1-59070-307-3		9-12	2007-08
Goodheart-Willcox	Firefighting: Basic Skills and Techniques Textbook		1-56637-034-5		9-12	2007-08
Goodheart-Willcox	Instructor's Manual		1-56637-036-1		9-12	2007-08
Goodheart-Willcox	School To Career Text Book*		978-1-605-25528-6		9-12	2011-12
Goodheart-Willcox	School To Career Student Workbook*		978-1-605-25529-3		9-12	2011-12
Goodheart-Willcox	School To Career Teacher Edition*		978-1-605-25530-9		9-12	2011-12
Goodheart-Willcox	Housing and Interior Design Text Book*		978-1-605-25337-4		9-12	2011-12
Goodheart-Willcox	Housing and Interior Design Student Workbook*		978-1-605-25339-8		9-12	2011-12
Goodheart-Willcox	Housing and Interior Design Teacher Edition*		978-1-605-25338-1		9-12	2011-12
Goodheart-Willcox	Understanding Your Change Life Student Text book		978-1-605-251264		9-12	2011-12
Glencoe	Responsible Driving				9-12	2006-07
Glencoe/Mcgraw-Hill	Culinary Essentials Student Ed.				9-12	2006-07
Glencoe/Mcgraw-Hill	Culinary Essentials Instructor Resource Guide				9-12	2006-07
Mc Graw-Hill	Art in Focus Student Edition*		978-0-078-68545-3		9-12	2011-12
Mc Graw-Hill	Introducing Art Student Edition*		978-0-078-46499-7		9-12	2011-12
Mc Graw-Hill	Introducing Art*		978-0-078-46504-8		9-12	2011-12

Pearson Education	Medical Terminology a Living Language	0-13-184910-7			9-12	2007-08
Pearson Education	Engineering Our Digital Future	0-13-035482-1			9-12	2007-08
Pearson Education	Understanding Psychology 2014		978-0076631940		9-12	2016-17
Pearson Education	Understanding Psychology TE 2014		978-0076640782		9-12	2016-17
Starline Press, Inc.	Art 1 Complete	A100C			9-12	2007-08
Starline Press, Inc.	Home Economics Complete	HE100C			9-12	2007-08
Starline Press, Inc.	Business 1 Complete	B100C			9-12	2007-08
VOCATIONAL EDUCATION						
AGS	Career Planning Student Text		978-0-0785440314		9-12	2018-19
Cengage Learning	Criminal Justice in Action Textbook	0495094757	978-0-495-09475-3		9-12	2007-08
Cengage Learning	Criminal Justice in Action Instruction Resource Manuel		978-0-495-10097-3		9-12	2009-10
Cengage Learning	Criminal Justice in Action Studey Guide*		978-0-495-10090-4		9-12	2011-12
Cengage Learning	Diversified Health Occupation Textbook	1401814565			9-12	2007-08
Cengage Learning	Diversified Health Occupation Workbook	1401814573			9-12	2007-08
Cengage Learning	Instructors Manual Diversified Health Occupations		978-1-401-81458-8		9-12	2009-10
Davis Publishing, Inc.	Exploring Visual Designs SE		978-1615280223	2018	9-12	2018-19
Davis Publishing, Inc.	Exploring Visual Designs TE		978-1615280230	2018	9-12	2018-19
Davis Publishing, Inc.	Exploring Visual Design Teacher Resources CD		978-1615280254	2018	9-12	2018-19
Goodheart-Wilcox	Auto Fundamentals 2015 Text Book		978-1-61960-820-7		9-12	2015-16
Goodheart-Wilcox	Auto Fundamentals Desk Copy		978-1-61960-827-6		9-12	2015-16
Goodheart-Wilcox	Auto Fundamentals 2015 WB		978-1-61960-825-2		9-12	2015-16
Goodheart-Wilcox	Child Development SE		978-1631260384	2018	9-12	2018-19
Goodheart-Wilcox	Child development TE		978-1631260445	2018	9-12	2018-19
Goodheart-Wilcox	Child Development 6yr email		978-1631260506	2018	9-12	2018-19
Goodheart-Wilcox	Working with Young Children 2016		978-1631260254	2016	9-12	2018-19
Goodheart-Wilcox	Discovering Careers WB		978-1-61960-321-9	2014	9-12	2013-14
Goodheart-Wilcox	Discovering Careers Student Text		978-1-61960-316-5	2014	9-12	2013-14
Goodheart-Wilcox	Discovering Careers TAW		978-1-61960-322-6		9-12	2013-14
Goodheart-Wilcox	Discovering Careers TRG		978-1-61960-323-3		9-12	2013-14
Goodheart-Wilcox	Discovering Careers Desk Copy TE		978-1-61960-320-2		9-12	2013-14
Goodheart-Wilcox	Fashion Market & Merch 2019 TE		978-1635631456	2019	9-12	2018-19
Goodheart-Wilcox	Fashion Market & Merch 2019 WkBk		978-1635631464	2019	9-12	2018-19
Goodheart-Wilcox	Fashion Market & Merch RCD (2019)		978-1635631500	2019	9-12	2018-19
Goodheart-Wilcox	Fashion Market & Merch SE		978-1631264474	2019	9-12	2018-19
Goodheart-Wilcox	Foundation Personal Finance TE		978-1-61960-357-8		9-12	2015-16
Goodheart-Wilcox	Foundation Personal Finance WKBK		978-1-61960-362-2		9-12	2015-16
Goodheart-Wilcox	Foundation Personal Finance Copy		978-1-61960-361-5		9-12	2015-16
Goodheart-Wilcox	Foundation Personal Finance RCD		978-1-61960-366-0		9-12	2015-16
Goodheart-Wilcox	Hospitality Services Text 2018		978-1631265495	2018	9-12	2018-19
Goodheart-Wilcox	Hospitality Services WB		978-1631265532	2018	9-12	2018-19
Goodheart-Wilcox	Hospitality Services 6yr email			2018	9-12	2018-19
Goodheart-Wilcox	Housing Interior Design S Text		978-1631265679	2018	9-12	2018-19
Goodheart-Wilcox	Housing Interior Design WB		978-1631265716	2018	9-12	2018-19

Goodheart-Wilcox	Housing Interior Design RCD		978-1631265723	2018	9-12	2018-19
Goodheart-Wilcox	Learning for Earning Student Textbook		978-1-590-70551-3		9-12	2009-10
Goodheart-Wilcox	Learning for Earning Student Activity Guide		978-1-590-70553-7		9-12	2009-10
Goodheart-Wilcox	Learning for Earning Teacher's Wraparound Edition		1-59070-552-0		9-12	2007-08
Goodheart-Wilcox	Lifespan Development TXT		978-1631265402	2018	9-12	2018-19
Goodheart-Wilcox	Lifespan Development WB		978-1631265440	2018	9-12	2018-19
Goodheart-Wilcox	Lifespan Development RCD		979-1631265457	2018	9-12	2018-19
Goodheart-Wilcox	Student Activity Guide		1-59070-553-X/7		9-12	2007-08
Goodheart-Wilcox	Teacher's Resource Guide		1-59070-554-8/4		9-12	2007-08
CareerBook Store. Com	Becoming the Best Me Instructor's Manual				9-12	2006-07
CareerBook Store. Com	Becoming the Best Me				9-12	2006-07
Educational Activities Inc	Getting Along with Others CD Rom Video Guide				9-12	2006-07
Educational Activities Inc	Getting A Job Keeping Your Job				9-12	2006-07
Globe Fearon/Pearson Learning Group	Job Skills & Career Exploration Finding a Job				9-12	2006-07
Jones and Bartlett Publishers	Law Enforcement in the U.S.	0763783528			9-12	2007-08
Jist Publishing	300 Best Jobs				9-12	2006-07
Jist Publishing	Job Savvy				9-12	2006-07
Jist Publishing	How to Be a Success at Work at Work DVD Series				9-12	2006-07
Jist Publishing	Quick Job Success				9-12	2006-07
Jist Publishing	Putting the Bars Behind your Package				9-12	2006-07
Jist Publishing	Young Person's Guide to Getting & Keeping a Good Job				9-12	2006-07
Peason Education	Career Planning Inclusion Class Set	0785440437			9-12	2008-09
Pearson Education/Peachpit Education	Creating Resumes, Letters, Business Cards and Flyers in Word				9-12	2006-07
Pearson Education/Peachpit Education	The Career ToolKit for High School Students: Making the Transition from School to Work.				9-12	2006-07
Pearson Publishing	Career Planning Curriculum Class Set	0785440372			9-12	2009-10
Pearson Publishing	Career Planning Student Textbook	0785440313			9-12	2009-10
Pearson Publishing	Career Planning Workbook	0785440348			9-12	2009-10
Starline Press, Inc.	Business 1 Complete		B100C		9-12	2006-07
COMPUTER LITERACY						
O'Reilly Media Inc.	The CSS Anthology: 101 Essential Tips, Tricks & Hacks				9-12	2006-07
O'Reilly Media Inc.	CSS Cookbook				9-12	2006-07
O'Reilly Media Inc.	Cascading Style Sheets: The Definitive Guide, 2nd Edition				9-12	2006-07
O'Reilly Media Inc.	HTML Utopia: Designing Without Tables Using CSS				9-12	2006-07
Pearson Education/Peachpit Press	Creating Graphics for Learning and Performance: Lessons in Visual Literacy				9-12	2006-07
Pearson Education/Peachpit Press	Creating a Presentation in PowerPoint Visual QuickProject Guide				9-12	2006-07
Pearson Education/Peachpit Press	Teaching and Learning w/Microsoft Office and Front Page.				9-12	2006-07
Pearson Education/Peachpit Press	Photoshop Elements 2: 50 Ways to Create Cool Picture				9-12	2006-07
Pearson Education/Peachpit Press	How to WOW Photoshop for the Web Publishing a Blog/Blogger Guide				9-12	2006-07
Pearson Education/Peachpit Press	How to WOW: Photoshpe for the Web				9-12	2006-07
Pearson Education/Peachpit Press	Microsoft Office Powerpoint 2003 Windows Visula QuickStart Guide				9-12	2006-07
Pearson Education/Peachpit Press	Photoshop Elements 2 Hands-On Training				9-12	2006-07
Pearson Education/Peachpit Press	Creating A Web Site with Flash: Visual QuickProject Guide				9-12	2006-07
Pearson Education/Peachpit Press	Microsoft Word 2003 Comprehensive Student Edition				9-12	2006-07

Pearson Education/Peachpit Press	Creating A Web Page with HTML: Visual QuickProject Guide				9-12	2006-07
Thompson Delmar Learning	Exploring Web Design				9-12	2006-07
Thompson Delmar Learning	The Digital Designer, 101 Graphic Design Projects, Print,Multimedia and Motion Graphics				9-12	2006-07
Thompson Delmar Learning	Contemporary Color				9-12	2006-07
Wiley Publishers	Teach Yourself Microsoft Word 2000 Visually				9-12	2006-07
Wiley Publishers	Master Visually Creating Web Pages				9-12	2006-07
MULTI MEDIA						
Glencoe Mcgraw-Hill	Understanding the Film				9-12	2006-07
Glencoe Mcgraw-Hill	Understanding the Film Teachers Resource Book				9-12	2006-07
Glencoe Mcgraw-Hill	Television Production Today				9-12	2006-07
Glencoe Mcgraw-Hill	Television Production Today Teachers Book				9-12	2006-07
Sundance	The Circuit Audiotape 2 Cassettes				9-12	2006-07
Sundance	Hiroshima Video				9-12	2006-07
Sundance	Hiroshima 4 Cassettes				9-12	2006-07
Sundance	Miracle's Boys 2 Cassettes				9-12	2006-07
Sundance	Parrot in the Oven, Mi Vida 2 Cassettes				9-12	2006-07
Sundance	The Breadwinner 2 Cassettes				9-12	2006-07
Sundance	Bridge to Terabithia 3 Cassettes				9-12	2006-07
Sundance	Crash 3 Cassettes				9-12	2006-07
Sundance	The House on Mango Street 2 Cassettes				9-12	2006-07
Sundance	Tuck Everlasting 3 CD's				9-12	2006-07
Sundance	Julius Caesar Shakespeare 2 Cassettes				9-12	2006-07
Sundance	The Watson's Go to Birmingham 4 Cassettes				9-12	2006-07
Sundance	To Kill a Mockingbird 8 Cassettes				9-12	2006-07
Sundance	Joey Pigza Swallowed the Key 2 Cassettes				9-12	2006-07
PERIODICALS						
National Geographics	National Geogrphics Comprehensive Subscription		978-0-736-26749-6			2010-11
Scholastic	New York Times Upfront	No ISBN		2007	9-12	2007-08
Scholastic	Scholastic Art				9-12	2006-07
Weekly Reader Corporation	Teen Newsweek				9-12	2006-07
Weekly Reader Corporation	Current Science				9-12	2006-07
Weekly Reader Corporation	Current Health 2				9-12	2006-07
Weekly Reader Corporation	Career World				9-12	2006-07

LIST OF NOVELS

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AUTHOR	NOVEL	ISBN 10 Digit	ISBN 13 Digit	Copyright	Grade	Yr. Adopted
Abbey, Edward	Monkey Wrench Gang	0061129763	978-0061129766	2006	9-12	2006-07
Aboulafia, Anita	Autobiography of Malcolm X	0878910042	978-0878910045	1996	9-12	2006-07
Achebe, Chinua	I'm Not Scared	1400075637	978-1400075638	2004	9-12	2006-07
Achebe, Chinua	Things Fall Apart	0141023384	978-0141023380	2006	9-12	2006-07
Ackroyd, Peter	Voyages through Time: Cities of Blood	0756613671	978-0756613679	2005	9-12	2006-07
Adams, Douglas	The Hitchhiker's Guide to the Galaxy	0345391802	978-0345391803	2002	9-12	2006-07
Aeschylus	The Oresteia	0374527059	978-0140443332	1984	9-12	2008-09
Akinson, Kate	Case Histories	0316010707	978-0316010702	2005	9-12	2006-07
Albee, Edward	The American Dream and the Zoo Story	0452278899	978-0452278899	1997	9-12	2006-07
Algebra, Maria	Estrella's Quinceanera	689878109	978-0689878107	2007	9-12	2013-14
Alexander, Lloyd	The Book of Three	0805080481	978-0805080483	1964	9-12	2006-07
Alexie, Sherman	The Absolute True Diary of a Part Time Indian			2009	9-12	2013-14
Alexie, Sherman	The Lone Ranger and Tonto Fist Fight in Heaven	0802141676	978-0802141675	2005	9-12	2006-07
Allen, Ronald	Understanding Religion	0789315300	978-0789315304	2007	9-12	2006-07
Allende, Isabel	The House of Spirits	0553273914	978-0553273915	1986	9-12	2006-07
Allende, Isabel	Zorro	0739461508	978-0739461501	2005	9-12	2006-07
Alvarez, Julia	Before we Were Free		978-0440237846	2002	9-12	2008-09
Alvarez, Julia	How The Garcia Girls Lost Their Accent	0452287073	978-0452287075	1991	9-12	2006-07
Alvarez, Julia	In the Time of the Butterflies	0452274427	978-0452274426	1995	9-12	2006-07
Alvarez, Julia	The Other Side of El Otro Lado	0452273412	978-0452273412	1996	9-12	2006-07
Anaya, Rudolfo	A Celebration of Grandfathers				9-12	2006-07
Anaya, Rudolfo	Bless Me Ultima	0446675369	978-0446675369	1999	9-12	2006-07
Anderson, Laurie Halse	Speak	014131088X	978-0141310886	2001	9-12	2006-07
Angelou, Maya	I Know Why the Caged Bird Sings	0553279378	978-0553279375	1983	9-12	2006-07
Angelou, Maya	New Directions				9-12	2006-07
Anonymous	Go Ask Alice	0689817851	978-0689817854	1998	9-12	2006-07
Arena, Reinald	Farewell to the Sea: A Novel of Cuba	0140066365	978-0140066364	1987	9-12	2006-07
Armstrong, Lance	It's Not About the Bike	0425179613	978-0425179611	2001	6-8	2006-07
Armstrong, William H.	Sounder	0060739460	978-0060739461	2005	6-8	2006-07
Arnold, Caroline	Super Swimmers, Whales, Dolphins, etc...	1570915881	978-1570915888	2007	9-12	2006-07
Aronson, Marc	Sugar Changed the World: A Story of Majic, Spice, Slavery, Freedom and Science		978-0544582477	2017	9-12	
Asher, Jay	Thirteen Reason Why		978-1595141880	2011	9-12	1013-14
Astle, Tom J.	Escape				9-12	2006-07
Atwater-Rhodes, Amelia	In the Forrests of the Night	0440228166	978-0440228165	2000	9-12	2006-07
Austen, Jane	Sense & Sensibility	0141439661	978-0141439662	2003	9-12	2006-07
Avi	Nothing But the Truth	043932730X	978-0439327305	2003	6-8	2006-07
Avi	Perloo the Bold	0590110039	978-0590110037	1999	9-12	2006-07
Avi	Poppy and Rye	0689837194	978-0689837197	2005	9-12	2006-07
Avi	The Man Who Was Poe	0380730227	978-0380730223	1997	9-12	2006-07
Avi	The True Confessions of Charlotte Doyle	0060739479	978-0060739478	1990	9-12	2006-07
Babbitt, Natalie	Tuck Everlasting	0374480095	978-0374480097	1975	6-8	2006-07
Bachel, Beverly	What do You Really Want? How to set a goal		978-1631980305	2016	8-12	2018-19
Ballantine Books	Autobiography of Malcolm X	0345350685	978-0345350688	1987	9-12	2006-07
Bartok, Josh	More Daily Wisdom	086171296X	978-0861712960	2005	9-12	2006-07
Bauer, Joan	Rules of the Road	0552550361	978-0552550369	1998	9-12	2006-07
Beah, Ishmael	Long Way Gone	0374105235	978-0374105235	2007	9-12	2006-07
Beatty, Patricia	Lupita Manana	0380732475	978-0380732470	2000	6-8	2006-07
Bell, William	Forbidden City	0440226791	978-0440226796	1990	9-12	2006-07
Bennett, Jay	The Executioner	0380791609	978-0380791606	1982	9-12	2006-07
Berry, James	Classic Poems	0753456885	978-0753456880	1995	9-12	2006-07
Betts, Dwayne	A Question of Freedom: A Memoir of Learning Survival	1583333487	978-1583333488	2009	9-12	2013-14
Bigelow, Bill	A People Curriculum for the Earth		978-0942961579	2014	9-12	2017-18
Blaufarb, Rafe	Inhuman Traffick: The International Struggle		978-0199334070	2014	9-12	2018-19
Blos, Joan W.	A Gathering of Days	0689829914	978-0689829918	1979	9-12	2006-07
Bolden, Tonya	MLK: the Journey of a King	0810954761	978-0810954762	2007	9-12	2006-07

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Booth, Coe	Kendra	439925371	978-0439925372	2010	9-12	2013-14
Bow, Erin	The Scorpion Rules (Prisoners of Peace)		978-1481442725	2016	9-12	2017-18
Bradbury, Ray	Dandelion Wine	0671037706	978-0671037703	1946	9-12	2006-07
Bradbury, Ray	Fahrenheit 451	0345342968	978-0345342966	1950	9-12	2006-07
Bradbury, Ray	Illustrated Man	000712774X	978-0007127740	1951	9-12	2006-07
Bradbury, Ray	Something Wicked This Way Comes	0380729407	978-0380729401	1962	9-12	2006-07
Bradbury, Ray	The Golden Kite, the Silver Wind(Stories of Ray Bradbury)	0394513355	978-0394513355	1980	9-12	2006-07
Bradbury, Ray	The Martian Chronicles	0553278223	978-0553278224	1946	9-12	2006-07
Bradman, Tony	My Dads a Punk	0753458705	978-0753458709	2006	9-12	2006-07
Brooks, Bruce	The Moves Make the Man	0064405648	978-0064405645	1984	9-12	2006-07
Bronte, Emily	Wuthering Heights		978-0141326696	2010	9-12	2018-19
Brown, Don	Drown City: Hurricane Katrina and New Orleans	054415777X	978-0544157774	2015	9-12	2014-15
Brown, Dan	Angels & Demons	1416524797	978-1416524793	2000	9-12	2006-07
Brown, Gerry	ESPN Sports Almanac	1933060166	978-1933060163	2006	9-12	2006-07
Brown, Juanita	World Café'	1576752585	978-1576752586	2005	9-12	2006-07
Bruchac, Joseph	Code Talker: A Novel about the Marines Navajo of WWII	0142405965	978-0142405963	2006	9-12	2017-18
Buck, Pearl	The Good Earth	1416500189	978-0671729899		9-12	2008-09
Budnitz	Nice Big American Baby	0375726861	978-0375726866	2006	9-12	2006-07
Burnett, Frances H.	The Secret Garden	006440188X	978-0064401883	1911	9-12	2006-07
Burnett, Ken	Zen of Fundraising	0787983144	978-0787983147	2006	9-12	2006-07
Butler, Octavia	Kindred	0807083690	978-0807083697	2004	9-12	2006-07
Byars, Betsy	The 18th Emergency	0099408678	978-0099408673	1973	9-12	2006-07
Card, Orson Scott	Ender's Game	B00IIBABXY		2011	9-12	2018-19
Carson Levine, Gail	Dave at Night		978-0064407472	2011	9-12	2017-18
Carter, Alden R.	Up County	0142402435	978-0142402436	2002	9-12	2006-07
Carter, Forrest	The Education of Little Tree	0826328091	978-0826328090	2001	9-12	2006-07
Carver, Raymond	Cathedrals	8888361022	978-8888361024	2002	9-12	2006-07
Chandler, Fiona	Encyclopedia of the World	0794511414	9780794511418	2007	9-12	2006-07
Cheever, John	Good-bye, My Brother (Stories of John Cheever)	0375724427	978-0375724428	2000	9-12	2006-07
Chekhov, Anton	Gooseberries				6-8	2006-07
Childress, Alice	A Hero Ain't Nothin' But a Sandwich	0698118545	978-0698118546	1973	9-12	2006-07
Cisneros, Sandra	The House on Mango Street	0679734775	978-0679734772	1991	9-12	2006-07
Cisneros, Sandra	Woman Hollering Creek	0747560889	978-0747560883	2004	9-12	2006-07
Clarke, Breana	River Cross My Heart	0316898163	978-0316898164	1999	9-12	2006-07
Clements, Andrew	Frindle	0689837038	978-0689837036	2002	6-8	2006-07
Coelho, Paulo	The Achemist 25th Anniversary: A Fable About Following your dreams		978-0062315007		9-12	2018-19
Collier, Lincoln & Christopher	My Brother Sam is Dead	0439783607	978-0439783606	2005	6-8	2006-07
Collins, Suzanne	The Hunger Games	0439023521	978-0439023528	2010	9-12	2010-11
Collins, Suzanne	Mockingjay	0545663261	978-0545663267	2014	7-12	
Colum, Padraic	The Golden Fleece	0689868847	978-0689868849		9-12	2008-09
Conde, Maryse	I Tutuba, Black Witch of Salem	0345384202	978-0345384201	1994	9-12	2006-07
Conly, Jane Leslie	While No One Was Watching	006440787X	978-0064407878	1998	9-12	2006-07
Cooney, Caroline B.	Burning Up	0440226872	978-0440226871	1999	9-12	2006-07
Coonts, Stephen	Cuba	0312971397	978-0312971397	2000	9-12	2006-07
Cormier, Robert	8 Plus 1	0440208386	978-0440208389	1965	9-12	2006-07
Cormier, Robert	Heroes, A Novel	0440227690	978-0440227694	2000	9-12	2006-07
Cormier, Robert	I Am the Cheese	0141300515	978-0141300511	1977	6-8	2006-07
Cormier, Robert	In the Middle of the Night	0007133049	978-0007133048	1995	9-12	2006-07
Cormier, Robert	Other Bells For Us to Ring	044022862X	978-0440228622	1990	9-12	2006-07
Cormier, Robert	The Bumblebee Flies Anyway	044090871X	978-0440908715	1983	9-12	2006-07
Cormier, Robert	The Chocolate War	0375829873	978-0375829871	1974	9-12	2006-07
Cormier, Robert	Tunes for Bears to Dance To	0440219035	978-0440219033	1992	9-12	2006-07
Cormier, Robert	We All Fall Down	0440215560	978-0440215561	1991	9-12	2006-07
Coughlin, Jack	Shooter	0312336861	978-0312336868	2005	9-12	2006-07
Courtney, Bryce	The Power of One	0140272917	978-0140272918	1989	9-12	2006-07

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Covey, Sean	The 7 Habits of Highly Effective Teens		978-1476764665	2014	9-12	2018-19
Covey, Stephen	Speed of Trust	074329730X	978-0743297301	2006	9-12	2006-07
Crane, Stephan	The Red Badge of Courage	0812504798	978-0812504798	1990	9-12	2006-07
Craven, Margaret	I Heard the Owl Call My Name	1550413392	978-1550413397	1973	9-12	2006-07
Crew, Linda	Children of the River	0440210224	978-0440210221	1989	9-12	2006-07
Crowe, Ellie	Surfer of the Century: The life of Duke Kahanamoku	B00YW4C972		2013	9-12	2013-14
Crutcher, Chris	Athletic Shorts, Six Short Stories	0060507837	978-0060507831	1989	9-12	2006-07
Crutcher, Chris	Chinese Handcuffs	0060598395	978-0060598396	1989	9-12	2006-07
Crutcher, Chris	Running Loose	0060094915	978-0060094911	1983	9-12	2006-07
Curtis, Christopher Paul	Bud, Not Buddy	0553494104	978-0553494105	1999	9-12	2006-07
Curtis, Christopher Paul	The Watsons Go To Birmingham - 1963	044022800X	978-0440228004	1995	9-12	2006-07
Cussler, Clive	Iceberg	0425197387	978-0425197387	1975	9-12	2006-07
D'Adamo, Francesco	Iqbal	1416903291	978-1416903291	2005	5-7	2014-15
Danticat, Edwidge	The Farming of Bones		978-1616953492	2013	9-12	2018-19
Dass, Ram	Be Here Now	0517543052	978-0517543054	1971	9-12	2013-14
Davies, Luke	Candy	0345423879	978-0345423879	1997	9-12	2006-07
De La Pena, Matt	The Living	385741200	978-0385741200	2013	9-12	2013-14
De La Pena, Matt	We Were Here		978-0385736701	2010	9-12	2013-14
De La Pena, Matt	Ball Don't Lie	0385734255	978-0385734257	2007	9-12	2013-14
Denenberg, Barry	Nelson Mandela		978-0590441544		6-8	2008-09
Dessen, Sarah	Someone Like You	0340854618	978-0340854617	1998	9-12	2006-07
DeVoto, Bernard	The Journals of Lewis & Clarke	0395859964	978-0395859964	1953	9-12	2006-07
Dickens, Charles	A Christmas Carol	1580495796	978-1580495790	2005	9-12	2006-07
Dickens, Charles	A Tale of Two Cities	0141439602	978-0141439600	1859	9-12	2006-07
Dickens, Charles	David Copperfield	0679783415	978-0679783411	2000	9-12	2006-07
Dickens, Charles	Great Expectations	0141439564	978-0141439563	1996	9-12	2006-07
Dickens, Charles	Oliver Twist	0812580036	978-0812580037	1998	9-12	2006-07
Dickens, Charles	Wishbone Oliver Twist	006106419X	978-0061064197	1996	9-12	2006-07
Dickenson, Peter	Eva	0330483846	978-0330483841	1988	9-12	2006-07
Dillard, Annie	Pilgrim at Tinker Creek	0061233323	978-0061233326	1974	9-12	2006-07
Doctorow, Cory	Little Brother		978-0765323118	2010	9-12	2017-18
Dorris, Michael	Morning Girl	0590679252	978-0590679251	1992	9-12	2006-07
Draper, Sharon M.	Darkness Before Dawn	689851340	978-0689851346	2002	9-12	2013-14
Draper, Sharon M.	Forged by Fire	0689818513	978-0689818516	1997	9-12	2006-07
Draper, Sharon M.	Tear of a Tiger	0689806981	978-0689806988	1994	9-12	2006-07
Dumas, Alexandre	The Count of Monte Cristo	553213504	978-0553213508	1984	7-12	2013-14
Duncan, Lois	Daughters of Eve	0440918642	978-0440918646	1979	9-12	2006-07
Duncan, Lois	Don't Look Behind You	0440207290	978-0440207290	1989	9-12	2006-07
Duncan, Lois	Down a Dark Hall	0440918057	978-0440918059	1974	9-12	2006-07
Duncan, Lois	Gallow Hill	0440227259	978-0440227250	1997	9-12	2006-07
Duncan, Lois	I Know What You Did Last summer	0440228441	978-0440228448	1973	9-12	2006-07
Duncan, Lois	Killing Mr. Griffin	0440945151	978-0440945154	1978	9-12	2006-07
Duncan, Lois	Stranger With My Face	0440983568	978-0440983569	1981	9-12	2006-07
Duncan, Lois	Summer of Fear	044098324X	978-0440983248	1976	9-12	2006-07
Duncan, Lois	The Third Eye	0440802741	978-0440802747	1984	9-12	2006-07
Duncan, Lois	The Twisted Window	0440802482	978-0440802488	1987	9-12	2006-07
Duncan, Lois	They Never Come Home	0440207800	978-0440207801	1969	9-12	2006-07
Edrich, Louise	Love Medicine	0060786469	978-0060786465	1993	9-12	2006-07
Eig, Jonathon	The Luckiest Man: The Life and Death of Lou Gehrig.	0743245911	978-0743245913	2005	9-12	2006-07
Ellis, Deborah	Paravana's Journey	0192753487	978-0192753489	2004	6-8	2006-07
Ellis, Deborah	The Breadwinner	0192752847	978-0192752840	2004	6-8	2006-07
Engle, Margarite	Silver People: Voices from the Panama Canal		978-0544668706	2016	9-12	2017-18
Fadiman, Anne	The Spirit Catches You and You Fall Down		978-0374533403	2012	9-12	2017-18
Evslin, Bernard	Adventures of Ulysses	0590425994	978-0590425995		9-12	2008-09
Farmer, Nancy	A Girl Named Disaster	0439471443	978-0439471442	1996	9-12	2006-07

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Fast, Howard	April Morning	0553273221	978-0553273229	1961	9-12	2006-07
Fecher, Sarah	Freaky Facts and Natural Disasters	1587285428	978-1587285424	2006	9-12	2006-07
Fifty Cent, Kris Ex	From Pieces to Weight	0743488040	978-0743488044	2006	9-12	2006-07
Filipovic, Zlata	Freedom Writers Diary	038549422X	978-0385494229	1999	9-12	2006-07
Filipovic, Zlata	Zlata's Diary	0143036874	978-0143036876	1994	9-12	2006-07
Fine, Anne	Flour Babies	0440219418	978-0440219415	1992	9-12	2006-07
Fitzgerald, F. Scott	The Great Gatsby	185326041X	978-1853260414	1999	9-12	2006-07
Flaherty, Mike	American Chopper At Full Throttle	0696221659	978-0696221651	2004	9-12	2006-07
Flake, Sharon G.	The Skin I'm In	1423103858	978-1423103851	1998	9-12	2006-07
Flaubert, Gustave	Madame Bovary		978-0143106494		9-12	2013-14
Fleischman, Paul	Seedfolks	0064472078	978-0590425995		9-12	2008-09
Fleischman, Paul	Whirligig	0440228352	978-0440228356	1998	9-12	2006-07
Fletcher, Susan	Shadow Spinner	0689830513	978-0689830518	1998	6-8	2006-07
Flocker, Michael	Death by Powerpoint	0306815125	978-0306815126	2006	9-12	2006-07
Frank, Anne	The Diary of a Young Girl	0671835467	978-0671835460	1958	9-12	2006-07
Frost, Robert	Poems	0312983328	978-0312983321	1916	9-12	2006-07
Frost, Robert	The Road Not Taken	0805069836	978-0805069839	1971	9-12	2006-07
Gaarder, Jostein	Sophie's World: History of Philosophy		978-0374530716	2007	9-12	2018-19
Gaines, Ernest J.	A Lesson Before Dying	0375702709	978-0375702709	1993	9-12	2006-07
Gaines, Ernest J.	Autobiography of Miss Jane Pittman	0881035629	978-0881035629	1982	9-12	2006-07
Gallo, Donald R.	Connections: Short Stories by Outstanding Writers	0440207681	978-0440207689	1990	9-12	2006-07
Gallo, Donald R.	Join In: Multiethnic Short Stories	0440219574	978-0440219576	1993	9-12	2006-07
Gallo, Donald R.	No Easy Answers	0440413052	978-0440413059	1997	9-12	2006-07
Gantos, Jack	Joey Pigza Loses Control	0060739436	978-0060739430	2005	6-8	2006-07
Gantos, Jack	Joey Pigza Swallowed the Key	0064408337	978-0064408332	1998	6-8	2006-07
Garcia, Lionel G.	A Shroud in the Family	1558851135	978-1558851139	1994	9-12	2006-07
Gardner, Martin	Entertaining Mathematical Puzzles	0486252116	978-0486252117	1986	9-12	2006-07
Garrison, Paul	Red Sky at Morning	0380802201	978-0380802203	2000	9-12	2006-07
Garza, Carmen	Family Pictures/Cuadros de Familia	0892391081	978-0892391080	1990	9-12	2006-07
George, Chief Danie	There Is A Longing				9-12	2006-07
George, Jean Craighead	Julie of the Wolves	0060739444	978-0060739447	1972	6-8	2006-07
Getz, Trevor R.	Abina and the important Men Graphic History		978-0190238742	2015	9-12	2018-19
Gibson, William	The Miracle Worker	0743457587	978-0743457583	1956	9-12	2006-07
Golding, William Gerald	Lord of the Flies	0571191479	978-0571191475	1954	9-12	2006-07
Grande, Reyna	Across A Hundred Mountains	743269586	978-0743269582	2007	9-12	2009-10
Green, Bette	Drowning of Stephan Jones	0440226953	978-0440226956	1997	9-12	2006-07
Green, Brette	Summer of My German Soldier	0440900565	978-0440900566	1993	9-12	2006-07
Green, Hannah	I Never Promised You a Rose Garden	0330320459	978-0330320450	1991	9-12	2006-07
Green, John	The Fault in Our Stars	014242417X	978-0142424179	2014	9-12	2013-14
Grimes, Nikki	Bronx Masquerade	0142501891	978-0142501894		9-12	2008-09
Guevara, Ernesto	Motorcycle Diaries	1920888101	978-1920888107	2004	9-12	2006-07
Guibault, Rose Castillo	The Farmworker's Daughter	1597140341	978-1597140348	2005	9-12	2006-07
Guinness Book	Guinness World Book of Records	1904994121	978-1904994121	2006	9-12	2006-07
Halce-Anderson, Laurie	Speak	014131088X	978-0141310886	1999	9-12	2006-07
Hamilton, Edith	Perseus				9-12	2006-07
Hamilton, Edith	Mythology: Timeless Tales of Gods and Heroes	446574759	978-0446574754	2011	9-12	2017-18
Hamilton, Edith	The House of Dies Drear	1416914056	978-1416914051	2006	9-12	2006-07
Hammett, Dashiell	The Maltese Falcon	0752865331	978-0752865331	1930	9-12	2006-07
Hamilton, Edith	Mythology					
Hans Peter Richter	Friedrich	0140322051	978-0140322057	1987	9-12	2006-07
Hansberry, Lorraine	A Raisin In the Sun	0679755330	978-0679755333	1959	9-12	2006-07
Hansberry, Lorraine	On Summer				9-12	2006-07
Hansberry, Lorraine	To Be Young, Gifted and Black	0451159527	978-0451159526	1969	9-12	2006-07
Hanson, Ron & Shepard, Jim	You've Got to Read This, Contemporary American Writers	0060982020	978-0060982027	1994	9-12	2006-07
Harper Collins	Beginner's ESL Dictionary	0060564563	978-0060564568	2003	9-12	2006-07

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Hartinger, Brent	Geography Club	0060012234	978-0060012236	2004	9-12	2006-07
Hautzig, Esther	Stranger in a Strange Land				9-12	2006-07
Hawley Martin, Stephen	Life After Death, Powerful Evidence		978-1543134322	2017	9-12	2017-18
Hautzig, Esther	The Endless Steppe	0590044451	978-0590044455	1986	9-12	2006-07
Heller, Josphe	Catch-22	B00817RYCG		1995	9-12	2013-14
Hemingway, Ernest	The Old Man and the Sea	0099908409	978-0099908401	1994	9-12	2006-07
Henry, O.	The Gift of the Magi	1595831916	978-1595831910	2007	9-12	2006-07
Hersey, John	Hiroshima	0679721037	978-0679721031	1989	9-12	2006-07
Hesse, Hermann	Siddhartha	0553208845	978-0553208849	1981	9-12	2006-07
Hesse, Karen	Out of the Dust	0439771277	978-0439771276	2000	9-12	2006-07
Hiatt, Steven	A Games as Old as Empire	1576753956	978-1576753958	2007	9-12	2006-07
HighSpeed Productions	Juxtapoz Magazine	5552543920	978-5552543922	2007	9-12	2006-07
Hill, Kirkpatrick	Winter Camp	0140370765	978-0140370768	1993	9-12	2006-07
Hilleman, Tony	The Blessing Way	0061000019	978-0061000010	1970	9-12	2006-07
Hinton, Sally E.	Rumble Fish	0440975344	978-0440975342	1975	9-12	2006-07
Hinton, Sally E.	Taming the Star Runner	0440204798	978-0440204794	1988	9-12	2006-07
Hinton, Sally E.	Tex	0440978505	978-0440978503	1979	9-12	2006-07
Hinton, Sally E.	That Was Then, This Is Now	0140389660	978-0140389661	1971	9-12	2006-07
Hinton, Sally E.	The Outsiders	014240733X	978-0142407332	1967	9-12	2006-07
Hobbs, Will	The Maze	038072913X	978-0380729135	1999	6-12	2006-07
Hobbs, Willis	Beardance	0689870728	978-0689870729	1993	6-8	2006-07
Holly, Michael	Patriot Reign	0060757957	978-0060757953	2004	9-12	2006-07
Homer	Odyssey	0143039954	978-0143039952	2006	9-12	2006-07
Homer	Short Stories Character in Conflict				9-12	2006-07
Hosseini, Khaled	Kite Runner	140002546X	978-1400025466	2003	9-12	2006-07
Houston, Jeanne Wakatsuki	Farewell to Manzanar	0553272586	978-0553272581	1973	9-12	2006-07
Hughes, Langston	The Big Sea, An Autobiography	0809015498	978-0809015498	1940	9-12	2006-07
Hughes, Langston	The Dream Keeper & Other Poems	0679883479	978-0679883470	1996	9-12	2006-07
Hunt, Irene	Across Five Aprils	0425182789	978-0425182789	1964	9-12	2006-07
Huth, Mark	Practical Problems in Math for Carpenters	14087215	978-1401872151	2005	9-12	2009-10
Huxley, Herman	Brave New World	0060929871	978-0060929879	1932	9-12	2006-07
Isben, Henrik	A Doll's House & Other Plays		978-0141194561	2016	9-12	2018-19
Ishiguro, Kazuo	Remains of the Day	0679731725	978-0679731726	1988	9-12	2006-07
Jacobs, Samuel Paul	James Printer	0590975412	978-0590975414	2000	9-12	2006-07
Jenkins, A.M.	Breaking Boxes	0440227178	978-0440227175	200	9-12	2006-07
Jiang, Ji Li	Red Scarf Girl, A Memoir of the Cultural Revolution	0064462080	978-0064462082	1997	9-12	2006-07
Jimenez, Francisco	Reaching Out		978-0547250304		9-12	2018-19
Jimenez, Francisco	Breaking Through	0618342486	978-0618342488	2002	9-12	2006-07
Jimenez, Francisco	The Circuit: Stories from the Life of a Migrant Child	0826317979	978-0826317971	1997	9-12	2006-07
Johnson Alaya Dawn	The Summer Prince		978-0545417808	2014	9-12	2017-18
Johnson, Angela	Heaven		978-0689822902		9-12	2008-09
Johnson, Angela	The First Part Last		978-0689849230		9-12	2008-09
Johnston, David	Green From the Ground Up	156158973X	978-1561589739	2008	9-12	2009-10
Johnnson, Louanne	Muchacho: A Novel		978-0375859038	2011	9-12	2013-14
Jones, Karl	Day of the Dead	0843173009	978-0843173000	2013	9-12	2013-14
Jones, Fred	Jones Tools for Teaching	0965026302	978-0965026307	2000	9-12	2006-07
Junger, Sebastian	The Perfect Storm	1841151629	978-1841151625	1999	9-12	2006-07
Juster, Norton	The Phantom Tollbooth	0375806709	978-0375806704	2000	6-8	2006-07
Kaufman, Ken	Kaufman Field Guide to North American Birds	0618574239	978-0618574230	2000	9-12	2006-07
Kennedy, Robert	Thirteen Days: A Memoir of the Cuban Missile Crisis	393318346	978-0393318340			
Kesey, Ken	One Flew Over the Cuckoo's Nest	0451163966	978-0451163967	1963	9-12	2006-07
Kessler-Harris, Alice	Bread Givers: A Novel		978-0892552900	2003	9-12	2018-19
Keyes, Daniel	Flowers for Algernon	0156030306	978-0156030304	1966	9-12	2006-07
Keyes, Ralph	Quote Verifier	0312340044	978-0312340049	2006	9-12	2006-07
Kincaid, Jamaica	Girl				9-12	2006-07

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King, A. S.	I Crawl Though It		978-0316334082	2015	9-12	2017-18
King, Martin Luther Jr.	I Have A Dream	059020517X	978-0590205177	2007	9-12	2006-07
King, Stephen	IT	0451169514	978-0451169518	1997	9-12	2006-07
King, St	On Writing: 10th Anniversary Edition: A Memoir of the Craft	1439156816	978-1439156810	2010	9-12	2013-14
Kingsolver, Barbara	The Bean Trees	0061097314	978-0061097317	1988	9-12	2006-07
Kirk, Andrew G.	Doom Towns: The People and Landscapes of Atomic Testing		978-0199375905	2016	9-12	2018-19
Klass, David	California Blue	0590466895	978-0590466899	1994	9-12	2006-07
Kleinbaum, N.H.	Dead Poets Society	0553282980	978-0553282986	1989	9-12	2006-07
Komunyakaa, Yusef	Slam, Dunk & Hook	0819564257	978-0819564252	2001	9-12	2006-07
Konigsburg, E.L.	The View From Saturday	0590129015	978-0590129015	1998	9-12	2006-07
Konigsburg, E.L.	Throwing Shadows	0689821204	978-0689821202	1979	9-12	2006-07
Krakauer, Jon	Into the Wild	385486304		1997	9-12	2013-14
Kroeber, Theodora	Ishi: Last of His Tribe	0553540661	978-0553540666	1992	9-12	2006-07
Kruszelnicki, Karl	Great Mythconceptions: The Science Behind the Myth	0740753649	978-0740753640	2006	9-12	2006-07
Kuklin, Susan	No Choirboy	805079505	978-0805079500	2008	9-12	2007-08
Lapena, Shari	A Stranger in the House		978-0735221123	2017	9-12	2017-18
Lasky, Kathryn	Beyond the Burning Time	0590473328	978-0590473323	1994	9-12	2006-07
Lass, Abraham & Tasman, Norma L.	21 Great Stories	0451627857	978-0451627858	1969	9-12	2006-07
Lawrence, Jerone & Lee, Robert E.	Inherit the Wind	0345501039	978-0345501035	2007	9-12	2006-07
Lawrence, Jerone & Lee, Robert E.	The Night Thoreau Spent in Jail	0809012235	978-0809012237	2001	9-12	2006-07
Le Guin, Ursula K.	A Wizard of Earthsea	0553383043	978-0553383041	2004	9-12	2006-07
Lee, Harper	Go Set A Watchman: Novel	0062409867	978-0062409867	2016	9-12	2015-16
Lee, Harper	To Kill A Mockingbird	0446310786	978-0446310789	1988	9-12	2006-07
L'Engle, Madeline	A Swiftly Tilting Planet	0312368569	978-0312368562	1978	9-12	2006-07
L'Engle, Madeline	A Wrinkle in Time		978-0312367541	2007	9-12	2018-19
Levine, Noah	Dharma Punx	0060008954	978-0060008956	2004	9-12	2006-07
Levitt, Steven D.	Freakonomics Rogue Economocs		978-0060731335	2009	9-12	2018-19
Lewis, C.S.	The Lion, The Witch, and the Wardrobe	0060764899	978-0060764890	2005	9-12	2006-07
Lindberg, Charles	Spirit of St. Louis	0743237056	978-0743237055	2003	9-12	2006-07
Lipsyte, Robert	The Contender	0064471527	978-0064471527	1967	9-12	2006-07
Lisle, Janet Taylor	The Art of Keeping Cool		978-0689837883	2002	8-12	2018-19
London, Jack	White Fang	1505313104	978-1505313109	2014	9-12	2017-18
London, Jack	Call of the Wild and White Fang	1593080026	978-1593080020	1992	9-12	2006-07
Lord, Bette	In the Year of the Boar and Jackie Robinson	0064401758	978-0064401753	1984	9-12	2006-07
Lowry, Lois	Number of the Stars	0440227534	978-0440227533	1989	6-8	2006-07
Lowry, Lois	The Giver	0440237688	978-0440237686	1993	6-8	2006-07
Mah, Adeline Yen	Falling Leaves	0767903579	978-0767903578	1997	9-12	2006-07
Mandela, Nelson	Long Walk to Freedom		978-0316548182	1995	9-12	2013-14
Markandaya, Kamala	Nectar in a Sieve	0451528239			9-12	2008-09
Marmom, Leslie	The Man to Send Rain Clouds	014017317X	978-0140173178	1992	9-12	2006-07
Marsden, John	Letters from the Inside	0330397761	978-0330397766	2001	9-12	2006-07
Martinez, Victor	Parrot In the Oven: Mi Vida	0064471861	978-0064471862	1996	9-12	2006-07
Martinez, Xiuhtezcatl	We Rise: The Earth Guardians		978-1635650679	2017	9-12	2018-19
Mathis, Sharon Bell	A Teacup Full of Roses	0140323287	978-0140323283	1972	9-12	2006-07
Mazer, Harry	Snow Bound	0440961343	978-0440961345	1973	9-12	2006-07
Mazer, Norma	Out of Control	0380713470	978-0380713479	1994	9-12	2006-07
McArthur, John	Nothing But the Truth	1581340907	978-1581340907	1999	6-8	2006-07
McCain, John S./ Mark Salter	Worth the Fighting For: A Memoir	0375505423	978-0375505423	2002	9-12	2009-10
McCammon, Robert	Boy's Life		978-0671743055	1992	9-12	2018-19
McCaughrean, Geraldine	Cyrano	0152058052	978-0152058050	2006	9-12	2006-07
McCourt, Frank	Angela's Ashes	0007205236	978-0007205233	1996	9-12	2006-07
McWhirter, Norris	Book of World Records	0553145002	978-0553145007	1981	9-12	2006-07
Meier Schlesinger, Arthur	Thirteen Days: A Memoir of the Cuban Missile Crisis		978-0393318340		9-12	2017-18
Menchu, Rigoberta	I Rigoberta Menchu	0860917886	978-0860917885	1987	9-12	2006-07
Mephram, Michael	Sudoku	9685961514	978-9685961516	2006	9-12	2006-07

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Mephram, Michael	Sudoku, Jumbo Challenge	1933405392	978-1933405391	2006	9-12	2006-07
Meyer, Stephanie	Twilight	0316015849	978-0316015844	2006	9-12	2006-07
Mikaelsen, Ben	Touching Spirit Bear	0439401844	978-0439401845		9-12	2006-07
Miller, Arthur	The Heart is a Lonely One				9-12	2006-07
Moffatt, Betty Clare/Dan Millman	Everyday Enlightenment	446674974	978-0446674973	1998	9-12	2006-07
Monk, Sue	The Secret Life of Bees	0142001740	978-0142001745	2003	9-12	2006-07
Montana, Joe	Joe Montana	1570362408	978-1570362408	1995	9-12	2006-07
Mooney, Bel	Voices of Silence	0440227585	978-0440227588	2002	9-12	2006-07
Morrison, Lillian	The Spearthrower				9-12	2006-07
Morrison, Toni	Beloved	0452280621	978-0452280625	1987	9-12	2006-07
Morrison, Toni	Jazz	1400076218	978-1400076215	2004	9-12	2006-07
Morrison, Toni	Sula	1400033438	978-1400033430	2004	9-12	2006-07
Morse, Jennifer	Scholastic Book of World Records	0439827663	978-0439827669	2006	9-12	2006-07
Mukherjee, Bharati	Jasmine	0802136303	978-0802136305	1999	9-12	2006-07
Mulcrone, Patricia	GED	0071451994	978-0071451994	2005	9-12	2006-07
Munoz, Pam	Esperanza Rising	043912042X	978-0439120425	2002	9-12	2014-15
Munoz, Pam	Riding Freedom	439087961	978-0439087964	1999	5-12	2014-15
Myers, Edward	Climb or Die	078682350X	978-0786823505	1997	9-12	2006-07
Myers, Walter Dean	145th Street	0440229162	978-0440229162	2001	9-12	2006-07
Myers, Walter Dean	Fallen Angels	0590409433	978-0590409438	1988	9-12	2006-07
Myers, Walter Dean	Hoops	0440938848	978-0440938842	1981	9-12	2006-07
Myers, Walter Dean	Me, Mop and the Moondance Kid	0440403960	978-0440403968	1988	9-12	2006-07
Myers, Walter Dean	Slam! (Point Signature)	0590486683	978-0590486682	1996	9-12	2006-07
Myers, Walter Dean	Somewhere in the Darkness	0439523567	978-0439523561	1992	9-12	2006-07
Myers, Walter Dean	The Outside Shot		978-0-440-96784-2	1986	6-8	2010-11
Narayan, R.K.	Old Man of the Temple				9-12	2006-07
Naylor, Gloria	Women of Brewster Place	014006690X	978-0140066906	1982	9-12	2006-07
Naylor, Phyllis Reynolds	San Spell				9-12	2006-07
Neale Hurston, Zora	Their Eyes Were Watching God	0061120065	978-0061120060	1937	9-12	2006-07
Nelson, Pete	Left for Dead: A Young Man's Search for Justice	0385730918	978-0385730914	2003	9-12	2006-07
Neruda, Pablo	Five Decades Poems	0802130356	978-0802130358	1994	9-12	2006-07
Nesbit, E	Story of the Treasure Seekers	0811854167	978-0811854160	2006	9-12	2006-07
Neufeld, John	Lisa, Bright and Dark	0595450482	978-0595450480	1969	6-8	2006-07
Nez, Chester	Code Talker: The First and Only Memoir By the Navajo Code Talker WWII	0425247856	978-0425247853			
Ngan	Will of Heaven	0525030611	978-0525030614	1982	9-12	2006-07
Noah, Trevor	Born A Crime		978-1473635302		9-12	2018-19
Norton, Juster	The Phantom Tollbooth	0375806709	978-0375806704	1961	9-12	2006-07
Nouwen, Henri J.M.	Reaching Out	B00HTJT0TW		1986	9-12	2017-18
Nye, Naomi Shihab	Shoulders				9-12	2006-07
Nye, Naomi Shihab	The Salting Ocean, 100 Poems by Young Poets	0688161936	978-0688161934	2000	9-12	2006-07
Nye, Naomi Shihab	The Same Sky	0689806302	978-0689806308	1992	9-12	2006-07
Obama, Barack	Audacity of Hope	0307237702	978-0307237705	2007	9-12	2006-07
Obama, Barack	Dreams from my Father	1400082773	978-1400082773	2004	9-12	2006-07
O'Brien, Tim	The Things They Carried: A Work of Fiction	0767902890	978-0767902892	1990	9-12	2006-07
O'Brien, Robert C.	Mrs. Frisby and the Rats of NIMH	0689862202	978-0689862205	1971	9-12	2006-07
O'Brien, Robert C.	Silver Crown	0689871252	978-0689871252	2004	9-12	2006-07
O'Dell, Scott	Island of the Blue Dolphins	0440228980	978-0440228981	1960	6-8	2006-07
O'Dell, Scott	Sing Down the Moon	0440979757	978-0440979753	1970	9-12	2006-07
O'Grady, Scott	Basher Five-Two	0440413133	978-0440413134	1997	9-12	2006-07
Ortiz Cofer, Judith	An Island Like You	014038068X	978-0140380682	1996	9-12	2006-07
Orwell, George	1984	0451524934	978-0451524935	1950	9-12	2006-07
Orwell, George	Animal Farm	0451526341	978-0451526342	1946	9-12	2006-07
Oxford Press	Oxford Dictionary/Thesaurus	0425180689	978-0425180686	2001	9-12	2006-07
Oxford Press	Oxford Dictionary	019929996X	978-0199299966	2006	9-12	2006-07
Parker Rhodes, Jewe	Ninth Ward		978-0316043083	2012	9-12	2017-18

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Parenti, Michael	Dirty Truths	0872863174	978-0872863170	1996	9-12	2006-07
Parsons, Jayne	The Way Science Works	0789485621	978-0789485625	2002	9-12	2006-07
Paterson, Katherine	Bridge to Terabithia	0064401847	978-006440184	1977	9-12	2006-07
Paterson, Katherine	Come Sing, Jimmy Jo	0140373977	978-0140373974	1985	9-12	2006-07
Paterson, Katherine	Jacob Have I Loved	0064403688	978-0064403689	1980	9-12	2006-07
Paterson, Katherine	Lyddie	0590981986	978-0590981989	1991	9-12	2006-07
Paterson, Katherine	Of Nightingales That Weep	0064402827	978-0064402828	1974	9-12	2006-07
Paterson, Katherine	Sign of the Chrysanthemum	0064402320	978-0064402323	1973	9-12	2006-07
Patneau, David	Framed in Fire	0807590967	978-0807590966	1999	9-12	2006-07
Paton, Alan	Cry, the Beloved Country	0743262174	978-0743262170	1948	9-12	2006-07
Patterson, James	Angel Experiment	031615556X	978-0316155564	2005	9-12	2006-07
Patterson, James	NYPD Red	1455521531	978-1455521531	2014	9-12	2013-14
Patterson, James	Cross Country	044653630X	978-0446536301	2009	9-12	2013-14
Patterson, James	Jack & Jill					
Paulsen, Gary	Alida's Song	0440414741	978-0440414742	1999	9-12	2006-07
Paulsen, Gary	Brian's Return	0440413796	978-0440413790	1999	9-12	2006-07
Paulsen, Gary	Brian's Winter	0440227194	978-0440227199	1996	9-12	2006-07
Paulsen, Gary	Canyons	0440210232	978-0440210238	1990	9-12	2006-07
Paulsen, Gary	Dogsong	1416939199	978-1416939191	1985	9-12	2006-07
Paulsen, Gary	Hatchet	1416936475	978-1416936473	1987	9-12	2006-07
Paulsen, Gary	Nightjohn	0440219361	978-0440219361	1993	6-8	2006-07
Paulsen, Gary	Popcorn Days and Buttermilk Nights	0140342044	978-0140342048	1983	6-8	2006-07
Paulsen, Gary	Samy	0440219736	978-0440219736	1999	6-8	2006-07
Paulsen, Gary	Soldier's Heart	0440228387	978-044022838	1998	9-12	2006-07
Paulsen, Gary	The Boy Who Owned the School	0440405246	978-0440405245	1990	9-12	2006-07
Paulsen, Gary	The Cookcamp	0439523575	978-0439523578	1990	9-12	2006-07
Paulsen, Gary	The Crossing	0440205824	978-0440205821	1987	9-12	2006-07
Paulsen, Gary	The Rifle	0152058397	978-0152058395	1995	9-12	2006-07
Paulsen, Gary	The River	0440407532	978-0440407539	1991	9-12	2006-07
Paulsen, Gary	The Tent	0152058338	978-0152058333	1995	9-12	2006-07
Paulsen, Gary	The Winter Room	0440227836	978-0440227830	1989	9-12	2006-07
Paulsen, Gary	Voyage of the Frog	0440403642	978-0440403647	1989	9-12	2006-07
Paulsen, Gary	Woodsong	1416939393	978-1416939399	1990	9-12	2006-07
Peck, Robert	A Day No Pigs Would Die	0679853065	978-0679853060	1972	9-12	2006-07
Pelzer, Dave	A Child Called It	1558743669	978-1558743663	1995	9-12	2006-07
Pelzer, Dave	A Man Named Dave	0452281903	978-0452281905	1999	9-12	2006-07
Pham, Andrew	Catfish and Mandala: A Two-Wheeled Voyage	0312267177	978-0312267179	1999	9-12	2006-07
Philbrick, W.R.	Freak The Mighty	0439286069	978-0439286060	1993	6-8	2006-07
Philbrick, W.R.	Zane and the Hurricane: A Story of Katrina		978-0545342391	2015	9-12	2017-18
Philbrick, W.R.	The Fire Pony	0746065086	978-0746065082	1996	9-12	2006-07
Piercy, Marge	To Be of Use	0385067194	978-0385067195	1973	9-12	2006-07
Pipher, Mary	Reviving Ophelia	1594481881	978-1594481888	2005	9-12	2006-07
Poe, Edgar Allen	18 Best Stories	0440322278	978-0440322276	1965	9-12	2006-07
Potok, Chaim	The Chosen	0449213447	978-0449213445	1967	9-12	2006-07
Potok, Chaim	Zebra and Other Stories	0375806865	978-0375806865	2000	9-12	2006-07
Prasad, Chandra	Mixed	0393327868	978-0393327861	2006	9-12	2006-07
Prelutsky, Jack	Something Big Has Been Here	0749710144	978-0749710149	1990	9-12	2006-07
Prelutsky, Jack	The New Kid on the Block	0590408364	978-0590408363	1984	9-12	2006-07
Prelutsky, Jack	The Pizza the Size of the Sun	0590374699	978-0590374699	1996	9-12	2006-07
Princeton Review	Cracking the GED	0375765484	978-0375765483	2006	9-12	2006-07
Pullman, Philip	The Golden Compass	0679879242	978-0679879244	1984	9-12	2006-07
Qualey, Marsha	Thin Ice	0979344409	978-0979344404	2007	9-12	2006-07
Quinonez, Ernesto	Bodega Dreams	B00E2533K		2010	9-12	2013-14
Rapp, Adam	The Buffalo Tree	1932425993	978-1932425994	1997	9-12	2006-07
Rand, Ayn	Atlas Shrugged	0452011876	978-0452011878	1999	9-12	2013-14

AUTHOR	NOVEL	ISBN 10 Digit	ISBN 13 Digit	Copyright	Grade	Yr. Adopted
Rawlings, Marjorie Kinnan	The Yearling	0743225252	978-0743225250	1938	6-8	2006-07
Rawls, Wilson	Where the Red Fern Grows	0375806814	978-0375806810	2000	6-8	2006-07
Rea, Jennifer	Perpetua's Journey: Faith, Gender, and Power		978-0190238711	2017	9-12	2018-19
Reagan, Ronald	An American Life	0743400259	978-0743400251	1999	9-12	2009-10
Remarque, Erich Maria	All Quiet on the Western Front	0449213943	978-0449213940	1987	9-12	2006-07
Reynolds, Jason	All American Boys		978-1481463331	2015	9-12	2017-17
Reynolds, Phyllis	Shiloh	0689862229	978-0689862229	2000	6-8	2006-07
Rhatigan, Joe	Cool Cemistry Concoctions	1579908829	978-1579908829	2007	9-12	2006-07
Rice, Anne	Interview with a Vampire	0345298829	978-0345298829	1981	9-12	2006-07
Rich, Lynda	GED Language Arts	0738601039	978-0738601038	2005	9-12	2006-07
Richter, Hans Peter	Fredrich	0140322051	978-0140322057	1987	9-12	2006-07
Ride, Sally	Single Room, Earth View				9-12	2006-07
Rinaldi, Ann	The Coffin Quilt	0152164502	978-0152164508	1999	9-12	2006-07
Rockowitz, Murray	Barron's GED 2007-08	0764136410	978-0764136412	2007	9-12	2006-07
Rodriguez, Art	East Side Dreams	0967155509	978-0967155500	1999	9-12	2006-07
Rodriguez, Gary	The Pregnancy Project: A Memoir	1442446234	978-1442446236	2013	9-12	2017-18
Rowling, J.K.	Harry Potter and the Chamber of Secrets	0747549605	978-0747549604	2000	9-12	2006-07
Rowling, J.K.	Harry Potter and the Half Blood Prince	0439785960	978-0439785969	2006	9-12	2006-07
Rowling, J.K.	Harry Potter and the Sorcerers' Stone	059035342X	978-0590353427	1999	9-12	2006-07
Ruiz, Don Miguel	The Four Agreements: A Practical Guide to Personal Freedom		978-1878424310	1997	9-12	2017-18
Roy, Arundhati	The God of Small Things	0060977493	978-0060977498	1998	9-12	2006-07
Ryan, Mary Elizabeth	Alias	0689822642	978-0689822643	1998	9-12	2006-07
Ryan, Pam Munoz	Esperanza Rising	043912042X	978-0439120425	2002	6-8	2006-07
Ryan, Pam Munoz	Becoming Naomi Leon	0439856213	978-0439856218	2006	9-12	2006-07
Ryan, Pam Munoz	Riding Freedom	0439087961	978-0439087964	1999	9-12	2006-07
Sachar, Louis	Holes	044022859X	978-0440228592	1998	9-12	2006-07
Salinger, J.D.	Franny and Zooey	0316769495	978-0316769495	1991	9-12	2013-14
Salinger, J.D.	Nine Stories	0316767727	978-0316767729	2001	9-12	2006-07
Salinger, J.D.	The Catcher in the Rye	0316769177	978-0316769174	1951	9-12	2006-07
Salisbury, Graham	Blue Skin of the Sea	0440413591	978-0440413592	1997	9-12	2006-07
Salisbury, Graham	Under the Blood Red Sun	0553494872	978-0553494877	1994	9-12	2006-07
Salzman, Mark	True Notebooks	0375727612	978-0375727610	2004	9-12	2013-14
Sandburg, Carl	A Lincoln Preface				9-12	2006-07
Sandburg, Carl	Chicago Poems	1417938293	978-1417938292	2004	9-12	2006-07
Sandburg, Carl	I Am the People, The Mob				9-12	2006-07
Satrapi, Marjane	Persepolis Complete		978-0375714832	2007	9-12	2018-19
Schlaifer, Roger	Odds R': Odds on Everything Book	0553383469	978-0553383461	2005	9-12	2006-07
Schwartz, Alvin	Scary Stories	006440465X	978-0064404655	2001	9-12	2006-07
Sebestyen, Quida	Out of Nowhere	0140376402	978-0140376401	1994	9-12	2006-07
Sebestyen, Quida	The Girl in the Box	0440228735	978-0440228738	1999	9-12	2006-07
Sebold, Alice	Lovely Bones	0316166685	978-0316166683	2006	9-12	2006-07
Shakespeare, William	Hamlet	074347712X	978-0743477123	1992	9-12	2006-07
Shakespeare, William	Hamlet (Folger Library Shakespeare)	074347712X	978-0743477123	1992	9-12	2017-18
Shakespeare, William	Henry V	0743484878	978-0743484879	1995	9-12	2006-07
Shakespeare, William	Julius Caesar	0743482743	978-0743482745	1992	9-12	2006-07
Shakespeare, William	Macbeth	0743477103	978-0743477109	1992	9-12	2006-07
Shakespeare, William	Othello	0743477553	978-0743477550	1993	9-12	2006-07
Shakespeare, William	Othello (New Folger Library)	B00ES29E1W		2004	9-12	2017-18
Shakespeare, William	Romeo & Juliet	0743477111	978-0743477116	1992	9-12	2006-07
Shakespeare, William	The Taming of the Shrew	074347757X	978-0743477574	2004	9-12	2006-07
Shakespeare, William	Titus Andronicus	0671722921	978-0671722920	2005	9-12	2006-07
Shaphard, Robert & Thomas, James	Sudden Fiction, American Short-Short Stories	0879052481	978-0879052485	1986	9-12	2006-07
Shelley, Mary	Frankenstein		978-0141439471	2003	9-12	2017-18
Shelley, Mary	Frankenstein: The Graphic Novel		978-1906332495	2009	9-12	2018-19
Shute, Nevil	On the Beach	1842322761	978-1842322765	1957	9-12	2006-07

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Simon, Seymour	Snakes	0061140953	978-0061140952	2007	9-12	2006-07
Sinclair, Upton	The Jungle	1593080085	978-1593080082	2003	9-12	2006-07
Singer, Isaac Bashevis	The Washerwoman				9-12	2006-07
Skinner, B.F.	Walden Two	0872207781	978-0872207783	2005	9-12	2006-07
Smith, Alexander McCall	Number 1 Ladies Detective Agency	140009688X	978-1400096886	2005	9-12	2006-07
Smith, Zadie	On Beauty	0143037749	978-0143037743	2006	9-12	2006-07
Solzhenitsyn, Alexander	One Day in the Life of Ivan Denisovich	0374529523	978-0374529529	1963	9-12	2006-07
Sophocles	Antigone	087220572X	978-0872205727	1998	9-12	2006-07
Soto, Gary	The Afterlife	0152052208			9-12	2008-09
Soto, Gary	Buried Onions	0152062653	978-0152062651	1997	9-12	2006-07
Soto, Gary	Jesse	0590528378	978-0590528375	1996	9-12	2006-07
Soto, Gary	Living Up the Street	0440211700	978-0440211709	1985	9-12	2006-07
Soto, Gary	Local News	015204695X	978-0152046958	1993	9-12	2006-07
Sparks, Christine	The Elephant Man	0345345134	978-0345345134	1980	9-12	2006-07
Speare, Elizabeth George	The Witch of Blackbird Pond	0007148976	978-0007148974	1958	9-12	2006-07
Spinelli, Jerry	Loser	0060540745	978-0060540746	2003	9-12	2006-07
Spinelli, Jerry	Maniac Magee	0590452037	978-0590452038	2002	6-8	2006-07
Spinelli, Jerry	Stargirl	0440416779	978-0440416777	2004	9-12	2006-07
Spinelli, Jerry	Wringer	0060739487	978-0060739485	1997	6-8	2006-07
Steinbeck, John	Acts of King Arthur and His Noble Knights	0141186305	978-0141186306	2001	9-12	2006-07
Steinbeck, John	Cannery Row	0140187375	978-0140187373	1992	9-12	2006-07
Steinbeck, John	Crash	0440238579	978-0440238577	1996	9-12	2006-07
Steinbeck, John	Of Mice and Men	0142000671	978-0142000670	2002	9-12	2006-07
Steinbeck, John	The Grapes of Wrath Centennial Edition		978-0142000663		9-12	2018-19
Steinbeck, John	The Grapes of Wrath	0143039431	978-0143039433	2006	9-12	2006-07
Steinbeck, John	The Long Valley	0141185511	978-0141185514	1995	9-12	2006-07
Steinbeck, John	The Pearl	014017737X	978-0140177374	1992	9-12	2006-07
Steinbeck, John	The Red Pony	0141312564	978-0141312569	1994	9-12	2006-07
Stevenson, Robert Louis	Dr. Jekyll & Mr. Hyde	0451528956	978-0451528957	1987	9-12	2006-07
Stevenson, Robert Louis	Kidnapped	0439295785	978-0439295789	2002	9-12	2006-07
Stevenson, Robert Louis	Treasure Island	1416500294	978-1416500292	2005	9-12	2006-07
Stoppard, Tom	Rosencrantz and Guildenstern Are Dead	3150091853	978-3150091852	1967	9-12	2006-07
Strasser, Todd	The Wave	0440993717	978-0440993711	1981	9-12	2006-07
Stringer, Lee	Sleepaway School	1583227016	978-1583227015	2006	9-12	2006-07
Sullivan, George	In Their Own Words: Helen Keller	0439095557	978-0439095556	2001	9-12	2006-07
Swarthout, Glendon	Bless the Beasts and Children	0743493699	978-0743493697	1970	9-12	2006-07
Sweeney, Joyce	Free Fall	0440219752	978-0440219750	1997	9-12	2006-07
Symons, Mitchell	This Book of Perfectly Useless Information	0060731494	978-0060731496	2004	9-12	2006-07
Tan, Amy	The Joy Luck Club	0804106304	978-0804106306	1990	9-12	2006-07
Tanaka, Shelly	Onboard the Titanic	0786813180	978-0786813186	1998	9-12	2006-07
Taylor, Mildred D.	Let the Circle Be Unbroken	0140372903	978-0140372908	1981	9-12	2006-07
Taylor, Mildred D.	Mississippi Bridge	0553159925	978-0553159929	1990	9-12	2006-07
Taylor, Mildred D.	Roll of Thunder, Hear My Cry	0142401129	978-0142401125	1976	6-8	2006-07
Taylor, Theodore	The Cay	044022912X	978-0440229124	1969	6-8	2006-07
Temple, Frances	Grab Hands and Run	0064405486	978-0064405485	1995	9-12	2006-07
Temple, Frances	Taste of Salt	0064471365	978-0064471367	1992	6-8	2006-07
Thomas, Joyce Carol	A Gathering of Flowers	0064470822	978-0064470827	1990	9-12	2006-07
Tolan, Stephanie	Surviving the Applewhites	0064410447			9-12	2008-09
Tolkien, J.R.R.	The Hobbit	0618260307	978-0618260300	2002	9-12	2006-07
Tomey, Ingrid	Nobody Else Has to Know	0440227828	978-0440227823	2000	9-12	2006-07
Trembath, Don	The Tuesday Café	1551430746	978-1551430744	1996	9-12	2006-07
Truman, Terry	Stuck in Neutral	0064472132	978-0064472135	2000	9-12	2006-07
Trumbo, Dalton	Johnny Got His Gun	0806528478	978-0806528472	1939	9-12	2006-07
Twain, Mark	Adventures of Huckleberry Finn	0553210793	978-0553210798	1981	9-12	2006-07
Twain, Mark	Adventures of Tom Sawyer	1416500227	978-1416500223	2005	9-12	2006-07

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Twain, Mark	The Connecticut Yankee in King Arthur's Court	1416534733	978-1416534730	2007	9-12	2006-07
Twain, Mark	The Invalid's Story				9-12	2006-07
Upchurch, Carl	Convicted in the Womb	0553375202	978-0553375206	1997	9-12	2006-07
Urrea, Luis Alberto	Into the Beautiful North	316025267	978-0316025263	2010	9-12	2015-16
Uris, Leon	Exodus	0553258478	978-0553258479	1983	9-12	2006-07
Valladares, Armando	Against All Hope	1893554198	978-1893554191	2001	9-12	2006-07
Vern, Jules	20,000 leagues Under the Sea	0439227151	978-0439227155	2003	9-12	2006-07
Vern, Jules	Journey to the Center of the Earth	0553213970	978-0553213973	2006	9-12	2006-07
Vern, Jules	Mysterious Island	0812972120	978-0812972122	2004	9-12	2006-07
Villareal, Jose Antonio	Pocho	0385061188	978-0385061186	1959	9-12	2006-07
Villasenor, Victor	Burro Genius	0060526130	978-0060526139	2005	9-12	2006-07
Villasenor, Victor	Rain of Gold	038531177X	978-0385311779	1992	9-12	2006-07
Voigt, Cynthia	Dacey's Song	0689863624	978-06898636	1982	9-12	2006-07
Vonnegut, Kurt	Cat's Cradle	038533348X	978-0385333481	1998	9-12	2013-14
Vonnegut, Kurt	Mother Night	0385334141	978-0385334143	1999	9-12	2006-07
Vonnegut, Kurt	Player Piano	0385333781	978-0385333788	1952	9-12	2006-07
Vonnegut, Kurt	Welcome to the Monkey House: Collection of short stories		978-0385333504	1998	9-12	2018-19
Vonnegut, Kurt	Slaughterhouse Five	0385333846	978-0385333849	1999	9-12	2013-14
VonZiegesar, Cecily	Nothing Can Keep Us Together	0316735094	978-0316735094	2005	9-12	2006-07
Walker, Alice	The Color Purple	0671727796	978-0671727796	1982	9-12	2006-07
Walker, Alice	The Flowers				9-12	2006-07
Wallis, Velma	Two Old Women	0060723521	978-0060723521	1993	9-12	2006-07
Walsh, Jill Paton	The Green Book	0374428026	978-0374428020	1982	9-12	2006-07
Walter, Mildred Pitts	Justin and the Best Biscuits in the world	0679803467	978-0679803461	1986	9-12	2006-07
Watson, Larry	Justice	0671535579	978-0671535575	1995	9-12	2006-07
Watson, Larry	Montana 1948	0671507036	978-0671507039	1993	9-12	2006-07
Wells, H.G.	Time Machine	0451528557	978-0451528551	2002	9-12	2006-07
Wells, H.G.	War on the Worlds	0375759239	978-0375759239	2002	9-12	2006-07
Whelan, Gloria	Goodbye, Vietnam		978-0679823766		6-8	2008-09
Whitman, Walt	I Hear America Singing	085646340X	978-0856463402	2002	9-12	2006-07
Wiesel, Elie	Day	0809023091	978-0809023097	1962	9-12	2006-07
Wiesel, Elie	Night Oprah 55	0374500010	978-0374500016	1972	9-12	2006-07
Wilde, Oscar	The Picture of Dorian Grey	1580493939	978-1580493932	2005	9-12	2006-07
Wilde, Oscar	The Picture of Dorian Grey: A Graphic Novel		978-1411415935	2009	9-12	2010-11
Wilder, Thornton	Our Town	0060512636	978-0060512637	2003	9-12	2006-07
Williams-Garcia, Rita	Like Sisters On the Homefront	0140385614	978-0140385618	1995	9-12	2006-07
Wilson, August	The Piano Lesson	0452265347	978-0452265349	1990	9-12	2006-07
Wilson, Rawls	Where the Red Fern Grows	0375806814	978-0375806810	1997	6-8	2006-07
Wolf, Virginia	A Room of One's Own	0156787334	978-0156787338	1929	9-12	2006-07
Wolfe, Tom	The Right Stuff	0553381350	978-0553381351	1979	9-12	2006-07
Wolff, Tobias	This Boy's Life: A Memoir	0802136680	978-0802136688	1989	9-12	2006-07
Wolff, Virginia Euwer	Make Lemonade	0805080708	978-0805080704	1993	9-12	2006-07
Wolfgang Von Goethe, Johann	Faust in Plain and Simple English	1475181671	978-1475181678	2012	9-12	2013-14
Woodson, Jacqueline	Hush	0142406007	978-0142406007	2002	9-12	2006-07
Woodson, Jacqueline	If You Come Softly	0142406015	978-0142406014	1998	9-12	2006-07
Woodson, Jacqueline	Miracle's Boys	0142406023	978-0142406021	2000	9-12	2006-07
World Almanac	World Almanac			2007	9-12	2006-07
Wright, Kenneth	Machu Picchu: A Civil Engineering Marvel	0784404445	978-0784404447	2000	9-12	2006-07
Wright, Richard	Black Boy	0061130249	978-0061130243	1944	9-12	2006-07
Yedin, Jane	Visions, Basic Language and Literacy	0838403859	78-0838403853	2003	9-12	2006-07
Yen Mah, Adeline	Falling Leaves: Unwanted Chinese Daughter		978-0767903578	1999	9-12	2018-19
Yep, Laurence	Child of the Owl	006440336X			9-12	2008-09
Yep, Laurence	Dragonwings	0064400859	978-0064400855	1975	9-12	2006-07
Yoshimoto, Banana	Kitchen	0671880187	978-0671880187	1988	9-12	2006-07
Young, Wm Paul	The Shack	160941411X	978-1609414115	2011	9-12	2010-11

AUTHOR	NOVEL	ISBN 10 Digit	ISBN 13 Digit	Copyright	Grade	Yr. Adopted
Zindel, Paul	My Darling, My Hamburger	0060757361	978-0060757366	1969	9-12	2006-07
Zindel, Paul	Pigman and Me	0553564560	978-0553564563	1991	9-12	2006-07
Zindel, Paul	The Effect of Gamma Rays on Man-in-the Moon Marigolds	0060757388	978-0060757380	1970	9-12	2006-07
Zindel, Paul	The Pigman	0060757353	978-0060757359	1968	9-12	2006-07
Zindel, Paul	The Pigman's Legacy	0060759704	978-0060759704	1980	9-12	2006-07
Zinn, Howard	A Young People's History of the US Columbus to the World on Terror		978-1583228692	2009	9-12	2017-18
Zusak, Markus	The Book Thief		978-0375842207	2007	9-12	2017-18
Unknown	Science of Awakening, Volume 93	B01F82IZGA		2018	9-12	2018-19

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Resolution #18-12, Sufficiency of Instructional Materials,

DEPARTMENT/PROGRAM:

Alternative Education

ACTION REQUESTED:

Adopt Resolution #18-12

PREVIOUS STAFF/BOARD ACTION:

Purchase of materials
Staff development of materials list
Conducted Public Hearing

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Resolves that the governing board of the Santa Cruz County Office of Education makes
The determination that each pupil has sufficient textbooks and/or instructional materials in each
of the noted subjects that are consistent with the content and cycles of the curriculum framework
adopted by the state board, and, further, that each pupil, including English learners, has a
textbook or instructional materials, or both, to use in class and to take home to complete
required homework assignments.

FISCAL IMPLICATIONS:

None.

CONTACT PERSON(S)

Adam Wade, Coordinator of Technology, Testing, & Accountability
John Rice, Sr. Director, Alternative Education

RESOLUTION # 18-12**SUFFICIENCY OF INSTRUCTIONAL MATERIALS 2018-2019**

WHEREAS, Educational Code Section 60119 establishes procedures to ensure the availability of textbooks and instructional materials in order to be eligible to receive funds for that purpose; and

WHEREAS, the procedures require that the governing board shall hold a public hearing before the end of the eighth week from the first day pupils attend school for that year at which the governing board shall encourage participation by parents, teachers, and members of the community interested in the affairs of the County Office of Education, and bargaining unit leaders, and shall make a determination, by resolution, as to whether each pupil in each school operated by the County Office of Education has sufficient textbooks, instructional materials, or both, in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the state board:

- 1) Mathematics
- 2) Science
- 3) History-social science
- 4) English/language arts, including the English language development component of an adopted program.

WHEREAS, the board shall make a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum framework adopted by the state board for those subjects. The governing board shall also determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12, inclusive; and

WHEREAS, “sufficient textbooks or instructional materials” means that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home. This does not require two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Santa Cruz County Office of Education makes the determination that each pupil of the district has sufficient textbooks and/or instructional materials in each of the above noted subjects that are consistent with the content and cycles of the curriculum framework adopted by the state board, and, further, that each pupil, including English learners, has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments.

PASSED and ADOPTED by the Santa Cruz County Board of Education on this 20th day of September 2018 by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Bruce Van Allen, President
Santa Cruz County Board of Education

Michael Watkins, Secretary
Santa Cruz County Superintendent of Schools



STAFF REPORT FOR THE MATERIAL REVISION OF THE SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER PETITION

September 20, 2018

On August 20, 2018, the Santa Cruz County Board of Education (“County Board”) received a Material Revision to the petition of the Santa Cruz County Career Advancement Charter. The County Board of Education is the authorizing entity for the Santa Cruz County Career Advancement Charter. The charter was submitted on April 20, 2017 and approved by the County Board on June 15, 2017 for a five year term.

The only change to the charter petition was the addition of two locations for the delivery of service: Cabrillo College and the Blaine St. Facility. In this case, the County Office of Education team's did not conduct a full review of the modified charter, as this was done when the charter was first submitted on April 20, 2017.

Based on its review of the Petition, the Review Team recommends that the County Board **approve** the Material Revision to the Petition.

BACKGROUND

Education Code 47605(4) provides that after receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, there shall be a material revision to the charter school’s charter. Education Code 47607(a)(1) provides that a material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter.

Education Code 47607(a)(1)(2) states that material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

The six grounds for denial of the material revision are the same as those for a new petition or a petition heard on appeal from a school district denial. These are:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
3. The petition does not contain the number of signatures required;
4. The petition does not contain an affirmation of each of the conditions described in 47605(d); or
5. The petition does not contain reasonably comprehensive descriptions of all of sixteen required elements for a petition.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school.

Briefly, the fifteen elements requiring reasonably comprehensive descriptions identified in Ed Code 47605(b)(5)(A-O) include:

1. the educational program;
2. the measurable pupil outcomes to be used by the charter school;
3. the methods for measuring student progress;
4. the governance structure of the charter school;
5. the employee qualifications for each of categories of employees the charter school anticipates;
6. the procedures to ensure the health and safety of students and staff;
7. the means by which the charter school will achieve a racial and ethnic balance reflective of the population in the district;
8. admission requirements, if applicable, including procedures for implementing a public random drawing if applications for enrollment exceed capacity;
9. the manner in which annual independent financial audits shall be conducted;
10. suspension and expulsion procedures;
11. the manner in which staff members will be covered by STRS, PERS, or federal social security;

12. public school attendance alternatives for pupils in the district who choose not to attend charter schools;
13. post-employment rights of employees;
14. dispute resolution procedures;
15. the procedures to be used if the charter school closes.

The only change to the charter petition was the addition of two locations for the delivery of service: Cabrillo College and the Blaine St. Facility. In this case, the County Office of Education team's did not conduct a full review of the modified charter, as this was done when the charter was first submitted on April 20, 2017.

FINDINGS

The Review Team identified no findings or concerns with the addition of two locations for the delivery of service.

Recommended Action

Based on its review of the Petition, the Review Team recommends that the Material Revision to the Petition be **approved** without conditions.

Santa Cruz County Career Advancement Charter



April 20, 2017

Abel Sanchez, President of the Board
Santa Cruz County Board of Education
400 Encinal St.
Santa Cruz, CA 95060

Dear President Sanchez,

The team of educators and agency partners who developed this petition firmly believe that approval of the proposed Santa Cruz County Career Advancement Charter (CAC), a county-wide dependent charter, will provide access to quality educational pathways for students who are not currently enrolled in school and have not yet earned a diploma. Our hope is that this charter school will offer an added compendium of services to students. These services will prepare each graduate to be a successful member of the 21st century workforce and benefit the greater Santa Cruz County Region.

We look forward to working with the Santa Cruz County Board of Education in obtaining approval and successfully implementing this new endeavor to better serve the youth and young adults of Santa Cruz County.

Career Advancement Charter Development Team

Michael Watkins, County Superintendent
Faris Sabbah, Deputy Superintendent
Mary Hart, Deputy Superintendent, Business Services
Mary Anne James, Associate Superintendent, Educational Services
Johnny Rice, Senior Director, Alternative Education
Mark Hodges, Senior Director, ROP/CTE
Jim Howes, Assistant Director, ROP/CTE
Troy Cope, Director, Human Resources
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Les Forester, Coordinator, ROP/CTE
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With thanks to the leadership and staff of the following County Offices of Education that provided inspiration, support and guidance in the development of this charter petition:

Imperial County Office of Education
Riverside County Office of Education
Santa Clara County Office of Education

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EXECUTIVE SUMMARY

Identified Need

The Santa Cruz County Office of Education has identified a significant, vulnerable student population of youth who have not earned a high school diploma and who need to develop their skills to attain and succeed in family – sustaining employment. These potential students need a deliberate and systemic solution to provide them the knowledge and tools to earn a high school diploma and maximize their post-secondary opportunities. The Career Advancement Charter will be designed to prepare students to be successful members of the 21st century workforce and benefit the greater Santa Cruz County Region.

CAC Mission Statement

The Career Advancement Charter’s mission is to provide a premier program for students to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness.

As part of the Santa Cruz County Office of Education, the Career Advancement Charter (CAC) will partner with the Workforce Development Board, school districts, and other allies to achieve this mission by engaging students through work-based, relationship-focused, innovative and rigorous learning experiences resulting in graduates who will be “Ready for College and a Career”. The CAC will serve students ages 17 and older who have not yet obtained a high school diploma through programs provided in multiple locations within Santa Cruz County.

Outcomes

The Career Advancement Charter will seek to support students in achieving the following outcomes:

- Completion of industry certifications
- Attainment of a high school diploma
- Successful transition to community college
- Successful transition to family – sustaining employment

Opening Dates and Locations

The CAC intends to open in the fall of 2017 at five locations throughout Santa Cruz County. Two of the facilities will be locked facilities (Rountree in Watsonville and the Main Jail in Santa Cruz); two locations will be schools (Sequoia School and Natural Bridges) that already have facilities for the academic and career technical education programs offered to Alternative Education students; and the fifth location will be the County Office of Education where we hope to maintain a centralized intake process as well as potential instructional services. Students who exit the locked facilities will be encouraged to continue their education at our facilities in the community. In 2018-19 we hope to add two additional locations: Cabrillo College and the Blaine Street Facility for women.

SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER

The following table identifies our anticipated start dates and locations:

Opening After	Location
August 1, 2017	Rountree Facility, 90 Rountree Ln., Watsonville, CA 95076
August 1, 2017	Main Jail Facility, 259 Water St., Santa Cruz, CA 95060
August 1, 2017	Santa Cruz County Office of Education, 399 & 400 Encinal St.
September 1, 2017	Sequoia School, 229 Green Valley Rd., Freedom, CA 95019
August 1, 2018	Natural Bridges, 255 Swift St., Santa Cruz, CA 95060
August 1, 2018	Blain St. Facility, 141 Blaine Street, Santa Cruz, CA. 95060
August 1, 2018	Cabrillo College, 6500 Soquel Dr., Aptos, CA 95003

Staffing

For Certificated Staff during the first year, CAC will employ one full time academic instructor, two part time CTE instructors, and two part time academic instructors for a total of 2.4 FTEs. We also will offer two head teacher stipends. Within two years we plan on increasing staffing to 6.4 FTE teachers, a full time counselor, and a half time principal.

Certificated Salaries	2017-18	2018-19	2019-20
Number of FTE - Teachers (CTE -Academic)	2.4	4.4	6.4
Number of FTE - Pupil Support Salaries (Counselor)	0	0	1
Number of FTE - Supervisor/Admin Salary (Head Teacher/Principal)	*	*	0.5
Number of FTE - other Certificated (SPED)	**	**	1.2

* Head Teacher Stipends will be offered ** Special Education staffing will be budgeted hourly

For Classified Staff, we hope to begin with .5 instructional aide at Sequoia and .5 Administrative Secretary for the charter school. Both positions will be increased to full - time in 2018-19.

Classified Salaries	2017-18	2018-19	2019-20
Number of FTE - Instructional Aides' salaries	0.5	1	1
Number of FTE - Clerical and Office Salaries	0.5	1	1

Student Enrollment

We anticipate enrollment of 43 students at Rountree, Blain St., and the Main Jail facility, with a conservative projection of 66% attendance which will result in an Average Daily Attendance (ADA) of 28.38. At Sequoia School, we anticipate enrolling 42 students that will result in 27.72 ADA. This will result in ADA of 56.1 in 2017-18. With the opening of a charter location at Cabrillo College in year two, Natural Bridges in year two, ADA would increase to 83.82. In Year 3, 4, and 5 we anticipate ADA of 139.26.

Enrollment Assumptions	2017-18			2018-19			2019-20 2020-21 2021-22		
	RT/Jail	Seq	Total	RT/Jail/BI	Seq/CAB	Total	RT/Jail/BI	Seq/CAB/NB	Total
Enrollment	43	42	85	43	84	127	43	168	211
ADA %	66%	66%		66%	66%		66%	66%	
Total ADA	28.38	27.72	56.1	28.38	55.44	83.82	28.38	110.88	139.26
RT=Rountree Facility, Jail=Main Jail Facility, Seq=Sequoia School, CAB=Cabrillo, BI=Blain St., NB=Natural Bridges School									

Funding

The California Education Code (47612.1) allows charter schools to receive funding for students who are over the age of 19 if instruction is developed in partnership with a federal workforce program such as the Workforce Development Board.

The student enrollment projections will result in revenues of \$530,044.00 and expenditures of \$432,220.00. This will result in a budget surplus of \$97,824.00 in year 1. In the second year, we anticipate \$806,536.00 in funding, \$702,397.00 in expenditures, leaving a surplus of \$104,139.00. In its third year, CAC is projecting to receive \$1,371,653.00 in funding and expend \$1,243,253.00, leaving a surplus of \$128,400.00.

Fund Balance	2017-18	2018-19	2019-20
NET INCREASE (DECREASE) IN FUND BALANCE	\$97,824	\$104,139	\$128,400

These funding projections are based almost solely on funding from ADA (at a conservative calculation of 66% of enrollment). The charter will also pursue funding from other sources, such as Charter startup grants and AB109 funding for incarcerated students.

Academic Focus

The CAC will offer students a blended instructional model with direct instruction in Core Academic Subjects and Career Technical Education (CTE) and online learning resources. Students will work on collaborative projects, learn from experts in local industry, travel to local businesses to experience first-hand what they will be learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to plan lessons, create projects, organize activities with the business community, create assessments and develop work-based learning opportunities for their students. This contextualized-learning approach will enable students to learn by doing and will provide the opportunity to develop relationships with potential employers in the community. The program will utilize the same online and printed curriculum and resources that are used in the SCCOE Alternative Education program.

Career Technical Education Focus

A strong demand for workers continues in the **Building Trades and Construction industry sector**, whose demand increases as populations, businesses, and local economies expand. CAC will offer the **Building Trades and Construction industry (Construction Tech)** Career Technical Education pathway for enrolled students.

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. CAC will offer the **Hospitality, Tourism, and Recreation industry (HSR)** Career Technical Education pathway to enrolled students.

Participating students will receive industry certifications/certificates in addition to high school credit. Additional CTE courses and pathways will be offered to students as the school expands.

Schedule

The school schedule will allow for a combination of hands-on learning in CTE coursework, direct instruction in academic coursework, work-based learning, and online learning for credit accrual. Each student will have a Personalized Learning Plan (PLP) that will chart their path to high school graduation, skill development, and other academic and personal goals. Students will attend classes four days per week during the afternoon/evening starting at 3:30 pm until 7:30 pm. Fridays will be dedicated to work-based learning and independent study work.

Monday	Tuesday	Wednesday	Thursday	Friday
CTE Class 70 min. (Skill Development) Math 40 min. English 40 min. Break 10 min. Science 40 min. Social Studies 40 min.	CTE Class 70 min. (Skill Development) English 40 min. Science 40 min. Break 10 min. Social Studies 40 min Math 40 min.	CTE Class 70 min. (Skill Development) Science 40 min. Social Studies 40 min Break 10 min. Math 40 min. English 40 min.	CTE Class 70 min. (Skill Development) Social Studies 40 min Math 40 min. Break 10 min. English 40 min. Science 40 min.	Work-Based Learning 2 hrs. Independent Study (as needed)

At Sequoia, Cabrillo College, and Natural Bridges, CAC will follow the school calendar utilized by the SCCOE Alternative Education Program. For programs within locked facilities, the program will be offered year round.

Partnerships

The Charter development team recognizes the key role of partner agencies in the success of this charter school and of our students. The development of the charter petition involved several key SCCOE leadership members and also engaged key partners from the Workforce Development Board, Probation Department, Salud Para La Gente, law enforcement agencies, business partners, Cabrillo College, school districts, potential students and others. In addition, the charter school has garnered a great deal of interest from SCCOE personnel who are interested in being a part of the CAC team in 2017-18.

Please see Appendix 8 for signatories for establishment of the petition and letters of support from key partners

INTENT AND LEGAL REQUIREMENTS

In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

As used in Education Code section 47612, “attendance” means the attendance of charter school pupils while engaged in educational activities required of them by their charter schools, on days when school will be actually taught in their charter schools. “Regular average daily attendance” will be computed by dividing a charter school's total number of pupil-days of attendance by the number of calendar days on which school was actually taught in the charter school. (5 C.C.R., §11960 (a).)

As a general rule, students over the age of 22 may not generate attendance for apportionment purposes in a charter school. (5 C.C.R., Sec. 11960 (c)(1).) However, a student who is over the age of 22 may generate attendance in a charter school if enrolled in a charter school program compliant with Ed. Code section 47612.1 that provides instruction exclusively in partnership with any of the following:

- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- (2) Federally affiliated Youth Build programs.
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps. (5 C.C.R., § 11960 (c)(2); Ed. Code, § 47612.1.)

A charter school may either choose to partner with one of the above-listed programs as a whole school or (if also serving younger ages) it may opt to have a separate instructional program within the school that is specifically dedicated to students participating under the provisions of Ed. Code Section 47612.1. (5 C.C.R., § 11960 (c)(2)(B).)

CAC will partner with the Workforce Development Board (authorized by the Workforce Innovation and Opportunity Act for all programs offered to students.

Affirmations and Assurances

As the authorized lead petitioner, I, Faris Sabbah, hereby certify that the information submitted in this petition for a California public charter school to be named Career Advancement Charter (CAC), to be located at multiple locations within the boundaries of Santa Cruz County, and to be authorized by the Santa Cruz County Board of Education is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, CAC will follow any and all federal, state, and local laws and regulations that apply, including but not limited to:

- CAC shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- CAC shall follow all provisions of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- CAC shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- CAC shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- CAC shall admit all students who are eligible to attend, and who submit a timely application; unless CAC receives a greater number of applications than there are spaces

for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to CAC shall not be determined according to the place of residence of the student or his or her parents within the county. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CAC in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- CAC shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of “hate crimes” set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- CAC shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- CAC shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- CAC shall ensure that teachers in the Charter hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- CAC shall at all times maintain all necessary and appropriate insurance coverage.
- If a pupil who is of high school age is expelled or leaves CAC without graduating or completing the school year for any reason, the CAC shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- CAC shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- CAC shall, on a regular basis, consult with its parents and teachers regarding its education programs. [Ref. California Education Code Section 47605(c)]
- The CAC shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- CAC shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- CAC shall comply with the Family Educational Rights and Privacy Act.
- CAC shall comply with the Public Records Act.
- CAC shall comply with the Ralph M. Brown Act.
- CAC shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent that CAC provides independent study programs, it shall comply with Education Code section 51745 et seq. and all implementing regulations.

STATEMENT OF NEED

The Career Advancement Charter (CAC) hopes to provide access to quality educational pathways for students of Santa Cruz County who are not currently enrolled in school and have not yet earned a diploma. The CAC hopes to re-engage disconnected and economically disadvantaged students through an innovative curriculum that integrates career technology education, work based-learning, vocational skills, and provides them the opportunity to earn a high school diploma.

In the process of developing this charter petition, the petitioners met with community stakeholders including parents, students, Workforce Development Board staff, Law enforcement agencies, industry partners, and community non-profit agencies within Santa Cruz County. As a countywide dependent charter, CAC hope to offer services to a pupil population that will benefit from proven innovative strategies that provide students a renewed opportunity to earn a diploma, develop the skills to be successful in a career, and realize their full potential. This model is warranted as a county-wide petition because the needs of students who would attend CAC cannot be served as well by a charter school that operates in only one school district in the county.

There are 1.8 million young adults (ages 16–21) who are neither enrolled in school nor have completed their high school education. One in five high school students does not graduate with his/her peers. Whichever statistic is used, the dropout crisis is gaining momentum as an area of focus for America’s public school system. Federal-level initiatives are pushing states and counties to implement a myriad of strategies to prevent students from falling through the cracks and dropping out. Most of these strategies focus on keeping students in school and on track to boost graduation rates. In Santa Cruz County the California Department of Education (CDE) estimates that over 220 students drop out from high school every year.

However, dropout prevention strategies cannot reach a critical subset of students - those who have disconnected from education. Some students will invariably fall through the cracks, leaving states, counties and local communities, in need of options that work for struggling students who are looking for a way back into public education. CAC schools will be designed as small, individualized, and relevant to today’s workforce needs. The CAC will use a competency-based approach. Students will be able to enroll in CAC when they are ready, not just in September when traditional schools begin. The caring staff will create a Personalized Learning Plan (PLP), based on the student’s needs, interests, and academic history that charts an accelerated path to graduation and beyond. No time will be wasted, and every student will be able to advance as rapidly as possible. Students will stay engaged using an individualized and online curriculum, with the support from staff. Students will not have to wait until June to graduate; they will be able to complete the program when they have met all the requirements for graduation.

The Best Economic Stimulus Package Is a High School Diploma

With a high school diploma, former high school dropouts are able to dramatically improve their lives. According to the U.S. Department of Labor and Education, research indicates the following facts:

- The current unemployment rate for adults who lack a high school diploma is nearly twice as high as those who have a high school diploma.
- GED/HiSET recipients earn an average of 5 to 10 percent more than high school dropouts, but *considerably less than those with a high school diploma*.

Roughly 139,400 students in California did not graduate from high school in 2011. The lost lifetime earnings for that class of dropouts alone total **\$21 billion**. If just half of California's dropouts had graduated, they would likely have provided the following economic benefits to their state:

- **\$4.5 billion** in increased home sales and **\$131 million** in increased annual auto sales
- **8,700** new jobs and a **\$1.9 billion** increase in the gross state product
- **\$167 million** in increased annual state tax revenue

According to the U.S. Census Bureau (2010), the average person without a high school diploma can expect to earn an annual income of \$20,241.00. That's a full **\$10,386.00** less than the typical high school graduate,

Impact on our community

According to an April 2011 report by the Alliance for Excellent Education, an estimated 6,400 students in the San Jose-Sunnyvale-Santa Cruz, California Metropolitan Statistical Area (MSA) dropped out from the class of 2010 at great costs to themselves and their communities. Cutting that number of dropouts in half for this single high school class could result in tremendous economic benefits to the region. Below are the contributions that these 3,200 "new graduates" would likely make to the San Jose– Sunnyvale–Santa Cruz economy:

- \$80 Million in increased earnings
- \$42 Million in increased spending
- \$18 Million in investment
- \$209 Million in increased home sales
- \$3.2 Million in increased auto sales

- 250 New Jobs;\$77million in Economic Growth
- \$6.8 Million in increased Tax Revenue

Source: <http://all4ed.org/publications/reports-fact-sheets/>

Targeted School Population

The number of “disconnected” young adults (18-24 year olds who are not in school, lacking a postsecondary degree, and not employed full-time) has grown to 5 million, up from 4.3 million nationwide (according to the 2014 Annie E. Casey Kids Count report). We anticipate the charter’s target population to be students who are from low-income families, ethnically diverse, and first in their family to graduate.

According to the California Department of Education, over 220 students in Santa Cruz County have dropped out of school for each of the last five years. Table 1 shows overall outcome data for the Santa Cruz County Class of 2014-15, the latest year for which data is available. There were 220 dropouts for the school year, resulting in a cohort dropout rate of 7.1. The cohort dropout rate is defined as the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of their 4th year.

Table 1 Santa Cruz County Dropout rates by subgroup 2014-15

Program Name	Cohort Students	Cohort Graduates	Cohort Grad Rate	Cohort Dropouts	Cohort Dropout Rate
English Learners	664	514	77.4	83	12.5
Foster Youth	29	19	65.5	*	24.1
Migrant Education	174	152	87.4	15	8.6
Special Education	416	312	75.0	41	9.9
Socio-economically Disadvantaged	1,774	1,480	83.4	154	8.7
All Students	3,082	2,693	87.4	220	7.1

The economic strength and sustainability of Santa Cruz County depends on the competence of its workforce, which is highly dependent on the education of the adult population. The U.S. Census Bureau estimated that 14.4% of Santa Cruz County residents age 25 and older has not obtained a high school diploma (or equivalent) in the years 2011 through 2015 - compared to 19% statewide and 14% nationwide. In Santa Cruz County and statewide, Latino students are more likely to drop out of high school than White students.

There is an inverse relationship between the level of education and many risk behaviors. Similarly, there is a positive association between increasing level of education and an increase in health-protective factors such as income level, economic security, and the accumulation of wealth. Additionally, educational success has been correlated with supportive and enriched childhood development. Therefore, resources and policies that support programs such as Head Start and universal preschool are a good investment for society.

The impact on the County of an undereducated population is significant as it creates the challenge of attracting major employers that require a well-educated job force or specific job skills. Lack of education contributes to societal problems, including domestic violence, substance abuse, and crime. These issues represent an intergenerational cycle, with children in many instances, following their parents into the same life-long circumstances. Children of parents who have not achieved a high school level education are less likely to be successful in school and to graduate from high school than other students. Research has shown that adults without a high school diploma or an equivalent earn up to 41% less than those who complete high school or earn a GED. The gap widens when comparing the incomes of drop-outs to that of adults with college degrees.

Funding for traditional Adult Education is lower than charter school funding and therefore has fewer resources. Limited resources for adult education and vocational skills instruction make collaboration essential to address education and employment issues throughout Santa Cruz County. The flexibility built into charter school funding allows for the development of collaborative services that include corporate and employment development partners. Through these partnerships, programs specific to the needs and talents of underserved students can be crafted.

The need to sustain and increase academic achievement of students in the United States is well-documented in the literature. As the National Governors Association (NGA, 2007) reported: On a variety of STEM indicators, it is clear that too many of our high school graduates are not prepared for postsecondary education and work. A recent study by ACT, Inc., has demonstrated that regardless of a student's postsecondary pathway, high school graduates need to be educated to a comparable level of readiness in reading and math proficiencies. Nearly three out of 10 first-year college students are placed immediately into remedial courses. In the workforce, employers report common applicant deficiencies in math, computer, and problem-solving skills. A wide variety of studies and indicators have demonstrated that our education system continues to fail to prepare many students for the knowledge-based economy. (p. 1) Demands on student's academic skills, particularly literacy, are more intense than at any other time in history (Alvermann, 2001; Kamil, 2003; Moore, Bean, Birdyshaw, & Rycik, 1999; NGA, 2005; Snow & Biancarosa, 2004).

The consequences of non-literate graduates entering the workforce and society are severe, detrimental, and limiting. Individuals lacking literacy skills fail to fully participate in careers and society (Cappella & Weinstein, 2001; National Association of Secondary School Principals, 2005; National Association of State Boards of Education [NASBE], 2006; Wright, 1998).

Although the most recent TIMSS report (Gonzales et al., 2008) showed that U.S. students score higher than the TIMSS scale average of 500, science scores of eighth-grade students have not measurably increased since 1995: —The U.S. eighth-grade average science score in 2007 was 520 and in 1995 was 513 (p. 34). Only 10% of U.S. eighth graders performed at or above the advanced benchmark. The introduction to the new National Science Education Standards (National Committee on Science Education Standards and Assessment and the National Research Council, 2007) opens with this statement: Science understanding and ability will enhance the capability of all students to hold meaningful and productive jobs in the future. The business community needs entry-level workers with the ability to learn, reason, think creatively, make decisions, and solve problems. In addition, concerns regarding economic competitiveness stress the central importance of science and mathematics education that will allow us to keep pace with our global competitors (p. 12). As with math achievement, data also indicate that an increase in required science credits does not result in increased science achievement. National Assessment of Educational Progress (NAEP, 2005) data show that despite an increase of required credits from 1.4 in the mid-1980s to 3.2 in 2004 (Silverberg, Warner, Fong, & Goodwin, 2004), student scores on tests of science achievement have not increased. In fact, NAEP data show that at the Grade 12 level, the average score for science achievement has declined since 1996. In 2005, only 54% of students scored at or above the Basic level on the science exam.

These data give credence to ongoing efforts to integrate CTE curricula as a means of increasing the academic skills of young people. There also is mixed evidence as to whether completing CTE coursework contributes to students' overall academic achievement. The National Assessment of Vocational Education (NAVE) (Silverberg, Warner, Goodwin, & Fong, 2002) stated that, —on average, vocational courses as currently structured do not appear to contribute to an increase in students' academic achievement (p. 97), especially in reading. Any gains students have made in reading achievement were most likely made despite, not because of, additional reading strategy instruction in CTE courses. An exception to the NAVE data was found in the Math-in-CTE study, conducted by the NRCCTE (Stone et al., 2006). This study provided compelling evidence that enhancing the math that naturally occurs in CTE curricula can improve the math skills of students. The replications of the Math-in-CTE pilot study and full-year experiment within agricultural classes were also analyzed and found to have a statistically significant impact on student math achievement (Parr, Edwards, & Leising, 2004; Young, Edwards, & Leising, 2008).

Many believe a viable answer lies in curriculum integration efforts, through which it is possible for CTE teachers to identify and enhance the instruction of significant amounts of academic knowledge and skills embedded in the technical content. Curriculum integration also may help CTE teachers spend less time dealing with remediation in academic areas (Zirkle, 2004). Because

the content of technical education is driven by the needs of the workplace, instructors maintain a close connection with real work. Thus, opportunities abound for CTE teachers to provide their academic counterparts with authentic, problem-based activities through which students can apply academics in relevant ways. Learning the academics within a rich context helps students learn in an environment that reflects the way knowledge will be used in real life (Johnson, 1996).

Educational Program of the Career Advancement Charter

The Career Advancement Charter (CAC) will serve a student population of predominantly former school dropouts. The need for all students to meet high school graduation standards has not lessened over the years, but rather continues to rise. A high school diploma has the power to change lives, especially in the hands of a family's first graduate. It creates a wave of personal, social, and economic benefits – from boosting earnings and purchasing power to increasing responsibility for the broader community. It helps stabilize the family and create aspirations among family members who follow.

A dropout crisis exists in our county, state, and country and its impact is expanding for multiple reasons. Fifty years ago, dropping out of high school was less important in an economy that produced living wage jobs with lower competition for those jobs. Today, students who give up or are pushed out, have a diminished chance for a good job and upward mobility. Not only does their decision to drop out hurt them, but it also puts a financial and social burden on their communities, states, and the nation. Consider the following information:

- The percentage of fastest growing high-wage jobs that require post-secondary education is 81%.
- The rate of unemployment for students who quit/drop out of school is three times higher than those with college degrees.

Career Technical Education Focus

A strong demand for workers continues in the **Building Trades and Construction industry sector**, and that demand increases as populations, businesses, and local economies expand. According to the U.S. Bureau of Labor Statistics, construction is among the top ten of the nation's industries, constituting almost 5 percent of the total national gross domestic product. In California, the long-term occupational projection for the Building Trades and Construction industry includes a need to fill 17,790 new jobs and provide 17,920 replacement workers as members of the current workforce retire or leave. In some trades in the state, an increase of more than 30 percent in the number of available jobs is expected over the next 10 years. Nationally, more than one million construction jobs will be created over the next decade, with job categories ranging from laborers to engineers to contractors. In the Building, Trades and Construction industry sector classes, activities range from general or exploratory skills to job-specific skills that prepare students to

select and pursue career paths through postsecondary training, work experience education, apprenticeships, and postsecondary education. The classes incorporate and apply academic core content to career-related education. These interdisciplinary approaches provide students with strong foundation skills and advanced skills in the career field of their choice, allowing students to exit programs and enter occupations directly or pursue further specialty training.

For these reasons, CAC will offer the **Building Trades and Construction industry (Construction Tech)** Career Technical Education pathway for enrolled students.

The Hospitality, Tourism, and Recreation industry sector includes California's fastest-growing industries: travel, recreation, and food and hospitality. Nearly 900,000 jobs are directly supported by the travel industry, making tourism the state's third largest employer; and the industry is expected to expand by more than 2 percent per year annually. Food service occupations, ranging from food production and service to the study of human nutrition and wellness, bring in over \$970 million a day and account for 8 percent of jobs worldwide. The California restaurant industry is the largest employer in the state, providing 957,000 jobs, with annual projected sales of \$51.5 billion and sales tax revenues of \$4 billion. Students choosing a career in this industry sector are eligible for positions throughout the world, with potential for advancement and ready availability of continuing employment. To support this burgeoning sector, colleges and universities throughout California and the United States offer courses and degree programs in this field. This sector encompasses three distinct yet related career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. Each pathway includes a coherent sequence of courses, starting with a foundation course that leads to one or more concentration courses and a capstone course. The concentration courses focus on technical preparation, including career awareness and exploration, which is based on industry-approved curricula. The necessary knowledge and skills are acquired within a sequential, standards-based program that encompasses hands-on, project-based, and work-based instruction as well as leadership development, internship, mentoring, work experience, job shadowing, and cooperative career technical education.

Source: <http://whodouwant2b.com/student/pathways>

For these reasons, CAC will offer the **Hospitality, Tourism, and Recreation industry (HSR)** Career Technical Education pathway to enrolled students.

REQUIRED ELEMENTS

Logistical Components

Santa Cruz County Board of Education as Authorizer

To the extent that this charter petition refers to the “County Board” as authorizing body of the Charter School, or otherwise references the authorizer of the Charter School, such language shall be interpreted to reference the Santa Cruz County Board of Education where appropriate.

Term of Charter

The Petitioners request a new charter school pursuant to Education Code Section 47605 for a term of five years from July 1, 2017 through June 30, 2022.

Date of Opening and Students to Be Served

On approval of the charter petition, the Petitioners plan to open Career Advancement Charter (CAC) for instruction by no later than August 1, 2017, with authorization to offer instruction for youth aged 17 and older.

Notification upon Approval

Upon approval of the charter petition, the Petitioners will provide a written notice of the approval to the State Superintendent of Public Instruction and the State Board of Education.

Facilities

Governing Law: *The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

CAC will be located at five sites within the boundaries of Santa Cruz County for the 2017-2018 school year, and will expand sites in subsequent years. Career Advancement Charter (CAC) shall operate its primary administrative offices at 400 Encinal St., Santa Cruz, CA 95060. CAC will operate at the locations listed below under a single County-District-School (CDS) code as part of a single school with multiple locations. During the term of the initial charter, it is anticipated that CAC will phase in the opening of locations to ensure a smooth delivery of services to students and to meet the needs of our students.

CAC will notify districts prior to opening additional sites and will notify adjacent COEs and districts if a resource center will be opened in adjacent counties. All facilities will meet the requirements of the Americans with Disabilities Act and will not present physical barriers that would limit an eligible student's full participation in educational and extracurricular programs. Facilities will be large enough to provide space for inviting and engaging learning labs with space for small group activities, group projects, and work space for individual student/teacher meetings. Facilities will also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. Some facilities may also provide space for child care. The following list details the anticipated opening dates and different locations of the charter school:

Opening After	Location
August 1, 2017	Rountree Facility, 90 Rountree Ln., Watsonville, CA 95076
August 1, 2017	Main Jail Facility, 259 Water St., Santa Cruz, CA 95060
August 1, 2017	Santa Cruz County Office of Education, 399 & 400 Encinal St.
September 1, 2017	Sequoia School, 229 Green Valley Rd., Freedom, CA 95019
August 1, 2018	Natural Bridges, 255 Swift St., Santa Cruz, CA 95060
August 1, 2018	Cabrillo College, 6500 Soquel Dr., Aptos, CA 95003
August 1, 2018	Blain St. Facility, 141 Blaine Street, Santa Cruz, CA. 95060
August 1, 2018	Cabrillo College, 6500 Soquel Dr., Aptos, CA 95003

ELEMENT A: Educational Program

Governing Law: *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

Governing Law: *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

Governing Law: *A description, the manner in which the charter school will inform parents of high school students about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).*

CAC Mission Statement

The Career Advancement Charter’s mission will be to provide a premier high school dropout recovery program engaging students through relationship-focused, innovative and rigorous learning experiences resulting in students and graduates being **“Ready for College and a Career”**.

Additionally, CAC will infuse its program delivery with greatly needed soft skills –such as persistence, perseverance, and mindset of investment - which must be co-developed along with academic skills to assure maximum reward for our students.

CAC will offer an innovative, integrated approach to education –one that helps students, teachers, and schools thrive. CAC will provide the environments, tools, and techniques that re-engage and motivate students to complete high school and earn their diplomas. CAC will focus on essential areas for student success: California State standards-based curriculum integrating academics and technology; collaboration among teachers, support staff, and administrators; and extensive support to keep students engaged through graduation to college and career.

The CAC leadership team will have a blended experience base from the classrooms and administrative offices of traditional and alternative high schools throughout Santa Cruz County. With the guiding support and oversight of the Santa Cruz County Office of Education, and the CAC Charter Advisory Council, we are setting our sights on a long-term vision of re-engaging more students ages 17 and older and closing the graduation gap.

Because re-engaged students come back to school with varying degrees of work and family responsibilities, CAC will offer a Blended Learning program, providing various curricular selections (online, traditional, and teacher-created), attendance options, and work completion choices. This will be so that all students will have access to an academic path that will allow them to progress towards obtaining their high school diploma, regardless of their circumstances. All students will be required to attend or show proof of having worked on their agreed upon course work for a minimum of 20 hours per week.

All students will develop a comprehensive Personalized Learning Plan. All students will have the opportunity to access teachers by agreeing to a daily attendance program. This choice will be highly suggested to high school-aged students (17 and 18) and to those students who score low in their pre-assessments or are facing a significant credit deficiency. Students unable to attend daily, will be afforded the option of setting up a regular weekly meeting to present work completed at home or to come in for face-to-face tutoring appointments. These students will be able to attend weekly/semi-weekly content specific small group sessions that will be carried out in both morning and afternoon schedules. These intensive labs will be designed to provide students direct instruction in the subjects or integrated mathematics, algebra and language arts.

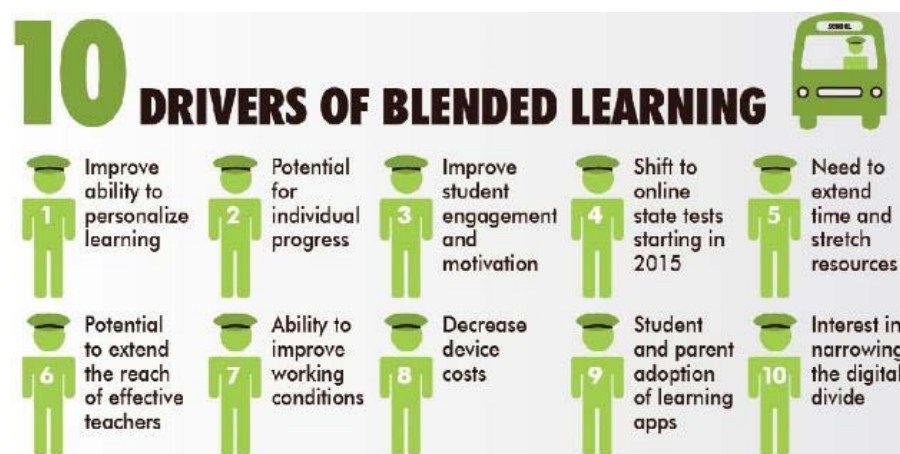


Figure 1 describes 10 reasons or “drivers” behind the decision to utilize a Blended Learning approach with CAC

Each CAC site will be equipped with personalized learning classrooms, where students can work and receive additional help from teachers and qualified paraprofessional educators. While students will have the opportunity to access some materials and courses online, CAC teachers will also provide

face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. The flexible structure of the of the program allows students to attend academics full-time if desired, and time where they work with teachers in a classroom on a daily basis or to split their time with trade or career classes. A Blended Learning model encourages and supports students to be on site daily to promote their

engagement and progress towards graduation. CAC thus defines blended learning as a formal education program in which students learn, at least in part, through delivery of content and instruction via digital and online media with some element of student control over the time, place, path, or pace that their learning takes. This “flex” model works best with students who have issues with regular attendance, are managing work or family obligations beyond schooling, or who are considered at risk students.

Program Overview

The following locations are planned for implementation in 2017-18

Location:	Sequoia High School (Watsonville) / Cabrillo College
Staff:	(2) part time CTE Instructors, (1) Academic Instructor, (1) part time Administrative Assistant, (1) Head Teacher
Targeted School Population:	The SCCOE will be targeting 42 students between the ages 17 and above.
Student Enrollment & Attendance:	21 students will be enrolled in each integrated course in 2017-2018 for a total of 42. We anticipate actual attendance of 66% of enrollment.
Program Days & Hours of Operation:	Monday – Friday (3:30pm – 7:30pm) See Appendix 6 for school calendar
School Calendar:	The calendar will be based on 185 days each school year (180 days of instruction and 3 days of staff development).
Delivery of Instruction:	A blended model with direct instruction in Core Academic Subjects and Career Technical Education (CTE) and online learning resources. Students will work on collaborative projects, learn from experts in the local industry, travel to local businesses to experience first-hand what they are learning in the classroom and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work based learning opportunities for their students. This contextual learning approach will enable students to learn by doing and will provide the opportunity to develop relationships with potential employers in the community.
CTE Instruction:	<i>Building, Trades and Construction; and Hospitality, Tourism, and Recreation; and Career Preparation</i>
Materials & Curriculum	The program will deliver the same academic instructional material utilized by the SCCOE Alternative Education Department. See Appendix 1 for a list of curriculum, materials, and assessments

In 2018/19 an additional facility at Natural Bridges will be opened with an identical design to the Sequoia campus.

Location:	Main Jail Facility (Santa Cruz)
Staff:	.2 FTE Academic Instructor
Targeted School Population:	The SCCOE will target 43 incarcerated students who are located at the Main Jail Facility
Student Enrollment & Attendance:	43 students will be enrolled. We anticipate actual attendance of 66% of enrollment.
Hours of Operation:	See schedule below
School Calendar:	The calendar will be year round or approximately 250 school days per year.
Delivery of Instruction:	A blended model with direct instruction in Core Academic Subjects and Career Technical Education (CTE) and online learning resources Students will work on collaborative projects, and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work based learning opportunities for their students.
CTE Instruction:	Career Readiness
Materials & Curriculum	See Appendix 1 for a list of curriculum, materials, and assessments

Location:	Rountree (Watsonville) / Blain Street Facility (Santa Cruz)
Staff:	.2 FTE Academic Instructor .8 FTE CTE Teacher
Targeted School Population:	The SCCOE will target 43 incarcerated students who are located at the Main Jail/Rountree Center/Blain St. Facility
Student Enrollment & Attendance:	43 students will be enrolled. We anticipate actual attendance of 66% of enrollment.
Program Days & Hours of Operation:	See Schedule below
School Calendar:	The calendar will be year round or approximately 250 school days per year.
Delivery of Instruction:	A blended model with direct instruction in Core Academic Subjects and Career Technical Education (CTE) and online learning resources Students will work on collaborative projects, and finally, begin to prepare for all post-secondary opportunities. Both CTE and Core Academic teaching partners will work collaboratively to lesson plan, create projects, organize activities with the business community, create assessments and develop work based learning opportunities for their students.
CTE Instruction:	Agriculture, Construction Technologies, Culinary Arts
Materials & Curriculum	See Appendix 1 for a list of curriculum, materials, and assessments

**CTE Charter School Proposed Weekly Schedule
Sequoia/Cabrillo College/Natural Bridges**

Monday	Tuesday	Wednesday	Thursday	Friday
CTE Class 70 min. Skill Development Academic Classes Math 40 min. English 40 min. Break 10 min. Science 40 min. Social Studies 40 min.	CTE Class 70 min. Skill Development Academic Classes English 40 min. Science 40 min. Break 10 min. Social Studies 40 min Math 40 min.	CTE Class 70 min. Skill Development Academic Classes Science 40 min. Social Studies 40 min Break 10 min. Math 40 min. English 40 min.	CTE Class 70 min. Skill Development Academic Classes Social Studies 40 min Math 40 min. Break 10 min. English 40 min. Science 40 min.	Work- Based Learning 2 hrs. Independent Study (as needed)

**CTE Charter School Proposed Weekly Schedule
Rountree/Main Jail/Blain St. Facility**

	Monday	Tuesday	Wednesday	Thursday	Friday
Main Jail	3:00 – 5:00	3:00 – 5:00	1:00 – 3:00	3:00 – 5:00	3:00 – 5:00
Rountree		2:00 – 3:30	2:00 – 3:30	2:00 – 3:30	
Blain St.		2:00 – 3:30	2:00 – 3:30	2:00 – 3:30	

In the locked facilities, our teachers will have limited access to students and certain limitations on online resources and tools for CTE coursework. Independent Study materials will be provided in traditional printed packets and books. However, we are currently working with the Santa Cruz Corrections Department to increase the number of hours of instruction we can offer students. We are also proposing to develop multiple CTE courses for students in an expanded schedule.

Graduation Requirements and Courses Offered

Students will have access and support to complete the following courses to meet the CAC graduation requirements:

<u>Area/Courses Offered</u>	<u>Credits Required</u>
English Language Arts <i>General English, Creative Writing, English I, English II, English III, English IV</i>	(30 Credits)
Social Studies <i>World Geography, World History, US History, Principles of Democracy, Economics</i>	(30 Credits)
Mathematics <i>Intervention Math, Algebra I, Math I, Math II, Math III</i>	(20 Credits)
Science <i>Physics, Environmental Science, Physical Science</i>	(20 Credits)
Physical Education <i>Physical Education</i>	(20 Credits)
Fine Arts <i>Visual and Performing Arts</i>	(10 Credits)
Applied Arts/Vocational Education/Electives <i>Algebra in Construction, Geometry in Construction, Health, Green Careers, Green Energy, Intro to Forestry, Medical Technologies, Environmental Horticulture, Work Based Learning, Computer Applications, Digital Media, Construction, Boat Restoration and, Sailing, Bicycle Technology, Culinary Arts/Cooking/Customer Service, Post-Secondary Preparedness Portfolio</i>	(50 Credits)
Total	(180 Credits)

Instructional Approach

Description of How Learning Best Occurs: The benefits of CTE and Academic Integration.

Meeting the increasing needs of the industry and supporting high academic standards requires procedural and academic rigor in the career and technical curriculum. A survey conducted by the National Association of Manufacturers (NAM, 2005) suggested that many public schools are not producing employees who are qualified for entry-level positions. Citing the prevalence of technology in manufacturing, NAM claimed that the low-skilled division of the workforce is rapidly disappearing. The increasing number of retiring baby boomers has also contributed to a majority of companies reporting a shortage of skilled workers. Of those companies noting this shortage, nearly half reported that they had left positions unfilled because of unqualified applicants. Another, more compelling answer is found in national achievement data, which show flat or declining scores in student academic achievement.

What are CTE and Academic Integration?

The Core Principles of Curriculum Integration: The processes of conducting rigorous scientific research (e.g., pre- and post-testing students in search of statistically significant results) and identifying what works in real educational settings using sound methods are two very different enterprises. Throughout the original Math-in-CTE study (Stone et al., 2006), researchers sought to capture the classroom experience and determine the fidelity of the intervention through the collection of data from multiple sources, including observations, teaching reports, teaching tapes, instructional artifacts, lesson plans, individual teacher interviews, and teacher focus groups. Direct input from the teachers who participated in the study was particularly valuable in helping researchers identify what made the integration work and what did not. Researchers triangulated and analyzed this data in order to learn more about the model. These analyses generated five core principles supporting curriculum integration. For the purpose of this paper, we have adopted the principles to use as a lens through which to examine curriculum integration and what makes it work:

1. Develop and sustain a community of practice among the teachers.
2. Begin with the CTE curriculum and not the academic curriculum.
3. Understand that academics are essential workplace knowledge and skills.
4. Maximize the academics in the CTE curriculum.
5. Recognize that CTE teachers are teachers of academics-in-CTE, and not academic teachers.

Source: http://www.nrccte.org/sites/default/files/publication-files/nrccte_curriculum_context.pdf

Partnership with Workforce Development Board (WDB)

CTE Administrators are members of the WDB and the Youth Council. The SCCOE Alternative Education Program, the SCCOE Sueños Program and the SCCOE Foster Youth Services are all active partners of the WDB. The WDB will be actively involved in providing current Labor Market Information to ensure the CTE Charter School will offer educational programs that will lead to employment in the region. The WDB will provide support to all of the partner programs who provide direct services to students in our program.

One of the most significant opportunities the CAC will provide will be the opportunity for students over 18 to re-engage through career training partnerships between CAC and the Santa Cruz area Workforce Innovation and Opportunity Act (WIOA) programs such as Sueños. Sueños provides a comprehensive Youth Employment and Training program to help CAC students secure employment through intensive case management, training services, educational programs, and supportive services.

Participants will have access to the following services:

- Career coaching
- Job Developer consultations
- Vocational assessments
- Career Technical Training
- Job Search guidance and training
- Remediation software
- Supportive services
- Incentives
- Job leads
- Job fairs
- Computer labs

Personalized Learning

Students complete the program at an individually determined pace, tracked by students on their “Personalized Learning Plan” (PLP) individual course record documentation, which will be part of each student’s learning plan and goals documentation. Resources are available – just in time - to allow for either an accelerated or remedial pace. Differentiation will be provided in several ways.

Advanced courses will be offered in all core content areas, as are foundational or remedial courses, but the real strength lies in the teachers' ability to differentiate assignments for students according to their skill levels and needs. For example, one student may complete a basic inquiry for U.S. History while another completes an advanced multi-level inquiry project with analysis of primary documents, documentaries, and historical speeches.

Competency will be demonstrated through benchmark and summative assessments, for each course, and culminates in the presentation of projects that represent a broad sampling of student learning. As students work through the standards-based curriculum in the California state standards content areas, the mastery of these standards and skills showcase themselves in projects. The application of these college and career anchor standards, so essential in the core content areas, lend themselves to the projects and creative technology as well as a presentations where students practice their listening and speaking skills. Assignments are aligned to the California state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave CAC with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Description of How Learning Best Occurs

CAC will provide a dual-pronged approach to student re-engagement. One aspect of this re-engagement will be our dually credentialed teaching staff, with the support of the CAC teachers, counselor (to be hired in 2019-20) and paraprofessionals, guiding and supporting students until they complete all graduations requirements. Simultaneously, our staff will be working with our students to identify possible career pathways and supporting them on their quest to pursue college and university goals. The support staff will initiate a multistep case management process which is known as the Personalized Learning Plan (PLP) document.

The PLP process will engage the students in identifying their existing high school credit profile, which will be analyzed by a counselor and/or teacher, and will result in proposed academic goals setting a detailed path to graduation. An accompanying needs assessment will help identify voids or any lack of support for the student as well as possible hindrances present that may impede the meeting of the student's academic goals. Once the student meets his/her initial goal of securing a high school diploma, the staff will support them into their first semester of college, university, or in the establishment of a workforce connection.

CAC's distinctive and innovative program will integrate standards-based academic knowledge within real-world applications and provide work-based learning opportunities. CAC's blended model will be designed to address three significant needs common amongst its unique student population:

- Personalized learning – timely assessment (formative and summative) that informs a

student's learning agreement

- Engaging curriculum – content and instruction that is engaging, current, rigorous, and relevant
- Accessibility – learning that will be available to any student, anytime, anywhere, including students with special needs or constraining circumstances through Chromebooks and other technological resources

The charter school will be guided by the belief that learning will be personal and different for each student. Therefore, by offering a blended learning model, it will be better able to help students personalize their learning by offering choices and flexibility, such as the number of courses taken at a time, order of courses, access to specific remediation topics, individual tutoring, small group work, etc. The need for blended learning developed from a desire to enhance good teaching by engaging every student enrolled in CAC in meaningful, rigorous, and personalized learning opportunities. In addition, CAC design team acknowledges the need to prepare students for 21st century skill attainment.

Personalized learning requires the active direction of the student. A number of important studies (Lee, et al., 1995; Newmann, et al., 1992; Stigler & Hiebert, 1999) have pointed to the importance of active participation in learning as a major determinant of performance on tests and in grades. Students who were former dropouts benefit from personalized instruction and learning opportunities. With technology, it will be easier to allow for student choice, for meeting individual interests, for ensuring that assignments are at appropriate level, and allowing for prior experience to support learning. CAC students will graduate with digital proficiencies that prepare them for success in college or career pursuits.

CAC will provide students with opportunities to access curriculum, receive immediate feedback on performance, gain access to interventions, and research and locate resources with technology. Early technology will include Chromebooks, internet connectivity, interactive software programs, assessment software, and assistive technology for students with special needs.

Schools that provide individually paced, online curriculum have demonstrated an ability to retain more students due to having fewer discipline problems and increased student engagement helping to mitigate the high dropout rates found in schools serving students who have previously dropped out of school. There is also a higher rate of college attendance than schools with a higher ratio of students to computers, according to the results of a study from Project RED (Revolutionizing Education), a national initiative that aims to prove that when properly implemented; investing in technology can boost student achievement.

The blended learning model that CAC will employ centers on every student having developed a PLP student agreement and a computer workstation with high-speed connectivity. This format will support active rather than passive learning. The blended model at CAC will include variations of delivery to support other learning program needs, too. For example, an independent study

program may loan Chromebooks to students to accommodate their need to complete schoolwork while away from the classroom.

CAC will use content specialists who will collaborate together on the design of the program content, combining the best and most appropriate elements from a myriad of content sources. CAC may also outsource some of the online development of these courses where designers use interactive and engaging components. Every CAC pupil will have access to standards-aligned instructional materials that are updated and refined on an ongoing basis.

Each core content area will have a plethora of online instructional materials and resources specific to each course. Each content area course will be housed in a Learning Management System. Each content area course will utilize note-taking guides, which students are required to complete as they work through interactive tutorials, videos, and labs.

Rather than adhere to seat-time metrics, CAC will focus on students demonstrating competency. A course will be complete when a student achieves a minimum of 80 percent mastery, based on embedded benchmark assessments and summative evaluations as they move through the curriculum. Students get real-time feedback on skill mastery through the short-term cycle assessments built into the learning management system. In addition, fully online courses are available for test preparation.

CAC classrooms will be equipped with state-of-the-art hardware to meet students' instructional needs. CAC classes will accommodate individual learning needs through an environment that supports individual learning styles and pacing. CAC teachers have subject-specific expertise through education and credentialing, however they are expected to be educational generalists as well since they must integrate essential elements of core academics. The student-as-worker/teacher-as-coach will be a central concept of the program. Students will move in and out of small group learning activities facilitated by the instructor. Outside of the classroom, students will have access to high quality instructional content that allows them to continue their learning. Students will also have access to online teachers via a Helpline through the Learning Management System. This will empower students to take ownership of their learning and learn to direct their learning pace independently from others.

CAC will provide high-quality professional development. Teachers and staff learning will be supported through regular content-specific Round Tables (professional development, collaborative trainings) for teachers, onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in learning conferences.

CAC's implementation of blended learning will include meaningful and outcome-focused integration of mobile learning devices (including consideration of Bring Your Own Device capabilities), consolidation of IT systems for improved and sustainable technical support, and data dashboards to support decision-making for instructional staff.

The blended learning model will be an integral part of CAC's program delivery contributing directly to student achievement, as well as narrowing the achievement gap. Access to technology will facilitate engagement, communication, interaction, and understanding. The blended learning practice will provide the flexibility to individualize and personalize learning leading to individual gains in math and reading.

Subject Areas to be Taught

CAC will offer a unique educational program to its students which emphasize core academics and workplace and college readiness skills. CAC will offer all required courses necessary for students to obtain a high school diploma and meet college entrance requirements. This includes the following: English 1; English 2, English 3, English 4, Intro to Algebra, Algebra 1A, Algebra 1B, Geometry, Algebra 2, Liberal Arts Math, and Math for College Readiness (*higher level math courses are available as needed*); science will include Health, Biology, Physical Science, Earth and Space Science, Anatomy and Physiology, Physics, and Chemistry—all of which will include labs; and social studies will require World History I and II, U.S. History I and II, American Government, and Economics. College-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" university requirements.

Pathways through Post-Secondary

In the long term, the ambitious vision offered by CAC goes well beyond high school credit recovery. The program will embody what *Jobs for the Future*, a national nonprofit that works to ensure educational and economic opportunity for all, calls "Pathways through Post-Secondary".

Source: http://www.iff.org/sites/default/files/initiatives/files/3phasemodel062416_0.pdf

Our long term vision will be for CAC to help young people become college and career ready by simultaneously building transparent and supported pathways into and through postsecondary education.

Based on its work with such programs and with the national organizations and networks that support many of them, Jobs for the Future has developed a *Back on Track* model to drive growth and scale in this emerging field of practice. The *Back on Track* model articulates three program phases and accompanying features that help young people achieve their postsecondary and career ambitions (see Figure 2). In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. This model is intended to set a higher standard for the CAC program that will bridge into post-secondary education and careers, but it is also aspirational in nature. It assumes that most schools and programs do not have all phases or features fully in place. CAC leaders and staff can thus use the model as a framework to assess the strengths of their designs and partnerships and to plan focused improvements,

building toward fully operational pathways that substantially improve college completion rates for young people who are off track to postsecondary success.

The three phases envisioned for the charter school are as follows:

PHASE ONE: ENRICHED PREPARATION

College-Going and Career-Ready Culture

- CAC staff will deliver consistent messages, from intake through graduation, that all students are “college material” and postsecondary credentials and career success are attainable goals.

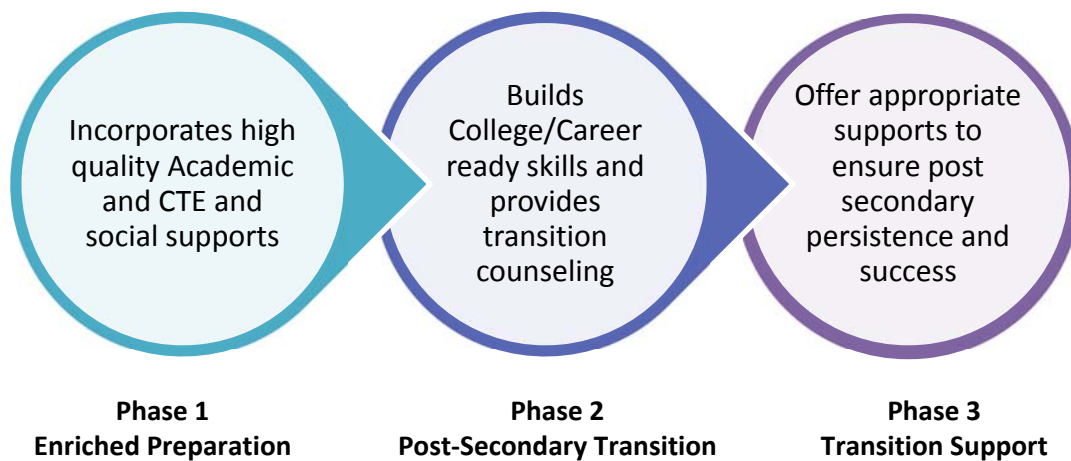


Figure 2: The Jobs to the Future three-phase *Back on Track* model will guide the future enhancement of Career Advancement Charter’s diploma-granting programs.

- Staff will continually assess progress through the strategic use of data, using postsecondary access and completion as the key measures of program success.
- Staff will create a climate focused on acculturation to academic and professional norms, mindsets, and practices as well as personal responsibility for one’s own learning, career, and life goals.
- The physical setup and artifacts in the building, and opportunities to experience college classes and college life, enable students to perceive themselves as college students.
- Staff will support students to explore a range of career options and to understand their connections to postsecondary programs of study.

College- and Career-Ready Curriculum & Instruction

- Curriculum will emphasize deep learning over test preparation, focusing on a solid understanding of key concepts within the core disciplines as well as in technical fields within high-demand career sectors, and on key 21st century (meta- cognitive) skills such as critical thinking and problem solving, self-directed learning, collaboration, and effective communication.
- Curriculum will be aligned/sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework and/or career pathway programs of study.
- Staff will embed in the curriculum ongoing opportunities to practice college-ready and professional skills and behaviors such as effective time management, team work, and problem solving.
- Students have opportunities to engage in work-based learning, such as internships or job shadows.

Intentional Use of Time, Technology, and Assessment to Customize Instruction & Accelerate Learning

- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program will be of sufficient length and intensity to enable youth to both gain a secondary credential and/or get adequately prepared for postsecondary education and careers.
- Staff use regular and various assessment methods (face-to-face and web- based), including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Staff will utilize student data to understand patterns of learning for individual students and customize the course/curriculum to ensure opportunities for acceleration and additional academic support.
- Technological tools enhance instructional strategies, provide skill-building support and facilitate "anytime, anywhere, any pace" learning.
- Students are coached and supported to use time in supplemental learning, online learning, work, and service activities to accomplish learning goals and develop independent work and study habits.

Personalized Guidance and Support

- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to achieve college and career readiness.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic and career behaviors, such as persistence and time management.
- The program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff will develop students' abilities to have greater responsibility and voice in their own learning and life choices.

PHASE TWO: POSTSECONDARY BRIDGING

*Note: The **postsecondary bridging phase** can be provided by Cabrillo college or delivered through a partnership of CAC and a college or other postsecondary program, and may incorporate some elements of enriched preparation. CAC staff will collaborate to provide information and ensure a smooth transition from CAC to postsecondary training.*

Supported Dual Enrollment

- Students will enroll in credit-bearing courses to gain exposure to college experiences and expectations. First courses can be those that reinforce essential skills within a career context, prerequisite math and English courses, or first coursework towards a technical certificate.
- Where appropriate, the program takes advantage of accelerated or streamlined developmental education courses to build student skills and reduce time to completion.
- First college courses will explicitly model college instruction through the use of, for example, syllabi, out-of-class assignments, college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations) and blended or on-line approaches.
- The program will provide formal, intense academic supports and scaffolding to ensure students are successful in their early postsecondary courses.

A Focus on College Knowledge and Success Strategies

- The program will coach students to develop college and career-ready skills and behaviors, including study and other self-directed learning skills, digital literacy skills, time and stress management, persistence, and awareness of performance.
- Students will gain postsecondary and career navigation skills, learning about general and technical programs of study, admissions requirements, financial aid, college culture, campus resources, and building relations with professors.
- The program will develop the mindsets and key cognitive strategies and content knowledge required for college success, such as formulating hypotheses, problem-solving, analyzing and evaluating findings, and understanding key foundational content in core subject areas.

Personalized Guidance and Connection to Best Bets

- Counselors will use data such as attendance and course performance to monitor student progress toward the goal of entry into credit-bearing coursework and/or technical programs of study.
- Whenever possible, the program will utilize a cohort-based approach to leverage peer connections, expand students' social networks, and build additional postsecondary support, using both face-to-face and online strategies.
- The program will integrate intentional career exploration and planning that will take into account students' career aspirations as well as local labor market demand to help drive toward "best bet" postsecondary programs resulting in credentials with labor market value.
- Program graduates who are currently enrolled in college mentor students in the bridge phase to guide their key decisions as they transition to postsecondary (face-to-face and/or online).

PHASE THREE: TRANSITION SUPPORT

Note: This phase can be delivered solely by an affiliated college or through a partnership between the CAC and the college or other postsecondary program.

Support for Students to Earn Credits Predictive of Completion

- Designated staff will use data to monitor student progress, with particular attention to performance in the first few months of classes.

- Students will be connected to campus resources, networks, and support providers, especially those targeted for first-generation college-goers, expanding their social capital and their awareness of formal and informal supports and resources.
- Students, particularly those who are struggling, will receive intensive supports to help them succeed in credit-bearing general or technical program coursework.
- Students will be offered performance-based incentives, such as scholarships, to motivate them to accomplish personal and academic benchmarks.
- Staff will create individualized plans with students who are not on track to earn a credential after the first year, including self-assessments and additional customized supports.
- Staff will anticipate and work with students to address obstacles, such as loss of childcare, housing, or financial aid, and provide additional referrals and follow-up as needed.

Building Attachment to Postsecondary Education

- The program will enable students to develop increasing independence and self-agency as learners, drawing on academic mindsets and behaviors they began to develop in the Bridge Phase (e.g., self-regulation and study skills, time and stress management, persistence, and ability to self-assess performance).
- Staff will leverage technological tools, particularly social media, to provide follow-up and coaching support to students who have transitioned to postsecondary/career training.
- Student mentors will provide key information on college courses and professors to help first-year students make more informed choices.
- Students will engage in small cohort-based learning and leadership communities whenever possible.

Targeted School Population

CAC will provide educational services for Santa Cruz County students, ages 17 and older, who have not yet obtained their high school diploma due to lack of success in other educational settings for a variety of reasons, including, but not limited to: social, emotional, economic, and legal issues. The CAC will be one charter operating at five sites in Santa Cruz County strategically situated to afford student populations in need of our services convenient access to our programs. A key component of the facility locations are accessibility to public transportation and access to partner resources. Each site will have at least two teachers assigned to it, each with a capacity to enroll up to 28 students (per teacher FTE). CAC enrollment per teacher will be different than California limits on ADA ratios of students to teacher.

The vast majority of our students come from situations of poverty. The CAC program will bring job training and additional resources provided through partnership with federal and state-sponsored job training organizations, and Workforce Innovation and Opportunity Act (WIOA) programs. WIOA partners will provide CAC with referrals to a 100% disadvantaged student population. Students may have dropped out of school for many different reasons, but the research demonstrates that the following reasons are consistently at the top of the list: a difficult transition to high school, deficient basic skills, and a lack of engagement. The CAC educational ecosystem was designed to create learning environments that will compel high school students to master the skills, knowledge, and attitudes that will support their educational efforts and provide opportunities for them to pursue successful and productive lives.

The Career Advancement Charter (CAC) will offer a unique educational experience specifically designed for young adults who have not been successful in school and have re-committed to improving their lives and continuing their education, and who meet the requirements for enrollment set forth in Education Code sections 47612(b) and 47612.1. CAC specifically targets students who have previously dropped out of school without receiving a high school diploma.

Student Enrollment and Attendance

Enrollment in CAC shall be consistent with California Charter School Act and federal Law. Additional sites are possible for upcoming school years, as the need develops. CAC will accept any Santa Cruz County student seeking educational re-engagement and eligible to pursue a high school diploma, as well as those from contiguous counties as required by law. Enrollment projections for the next five years could reach 180 students.

The Career Advancement Charter will actively identify, recruit and provide a premier dropout recovery, high diploma program and career technical education program. CAC will specifically recruit students who include but are not limited to the following subgroups:

- Foster Youth
- Special Education Youth
- Justice Engaged Youth
- Pregnant and Parenting Youth
- Homeless Youth
- Unemployed Youth
- All other youth ages 17 and older who are considered economically disadvantaged and who qualify for federal Workforce Innovation and Opportunity Act (WIOA) job training with workforce partners

All CAC students are required to sign an attendance agreement upon enrollment.

Who should apply to CAC?

A potential CAC student will be someone who:

- Wants to return to school and complete their high school diploma
- Wants to identify and explore possible college and career paths
- Is not currently enrolled in a school or educational program (including a charter school)
- Is willing to create short-and long-term goals towards completing education, as well as transition plans that may include attending community college, taking part in job training and internships.

To provide an exceptional CAC educational program and to support the academic goals of the students enrolled, the CAC program will hire experienced, highly qualified certificated staff with the following qualifications:

- Possess a valid California Multiple/Single Subject Teaching Credential or Designated Subjects Credential
- Possess, or be working towards, a valid California Education Specialist Credential with a Mild/Moderate authorization or equivalent California Special Education Credential (intern eligibility will be considered).

What it means to be an educated person in the 21st Century

There are many ideas from the global community that shape our ideas about the “educated person” in the 21st century. A complex diversity of cultures, the free-wheeling play of ideas, dedication to personal and community fulfillment, and the importance of discovery, change, and growth are key characteristics. The SCANS for America 2000 report suggests that students must demonstrate a new set of competencies and skills in order to succeed in the 21st century workplace.

“... the technology of mass production emphasized discipline to the assembly line. Today, the demands on business and workers are different. Firms must meet world-class standards and so must workers. Employers seek adaptability and the ability to learn and work in teams.”

Source: https://wdr.doleta.gov/opr/fulltext/1999_35.pdf

The CAC's competency-based instructional model will be based on the learning organization work of Peter Senge (*The Fifth Discipline*), Michael Fullen's work on Professional Learning Communities (*Change Forces, Turnaround Leadership, Coherence*), Ron Edmonds' research on the school effectiveness movement, Robert Marzano's *What Works in Schools*, Larry Lezotte's *Stepping Up!*, Reuven Fuerstein's *Mediated Learning*, and Stephen Covey's *7 Habits of Highly Effective People*. Drawing on the foundational work of Abraham Maslow (*Maslow's Hierarchy of Needs*), Bloom's Taxonomy of Educational Effectiveness, and Covey's *7 Habits*.

Using this theoretical framework, CAC will provide high expectations within a highly structured and orderly atmosphere, placing a strong emphasis on skill acquisition, and providing for the frequent monitoring of student progress to promote student success. CAC's use of this customized curriculum will provide for:

- integration of California's State Standards (CCSS and NGSS) and CTE Standards
- high-interest projects and assignments revolving around Career Technical Education (CTE), careers, and college readiness
- applied academic skills in math, science, English and history requiring real world application through projects (example: Using current events to support a scientific or multi-media tutorial to learn the core academics and technology applications)
- basic skills embedded in learning high-end technology (example: math students utilize AutoCAD [drafting software for Construction Tech course] to not only learn drafting, but to reinforce, better illustrate, and to self-discover mathematical concepts)
- Interwoven connections with Career and Technical Education (CTE), trades, and employability skills (multi-media tutorials to learn the core academics, technology, reading, writing, note taking, and speaking and listening skills and standards)

Competency-based learning allows teachers more freedom to use metacognitive approaches and differentiated instructional practices to foster student engagement. A competency-based delivery model considers each student as an individual with different learning needs. A look into working with Career Technical Education (CTE) students demonstrates that competency-based learning is a natural way to assist students' transformation from drop out to life-long learner. The workplace needs of a 21st Century economy demands that workers have actual task mastery of skills, not just time on task.

Competency-based education, with a focus on individual student growth, coupled with rigor, relevance, and relationship, in a high tech and high touch environment, facilitates a unique experience and meaningful transformation that creatively meets many of the needs of a 21st century economy and culture. Student success will be ensured with low student to teacher ratios, engaging and interactive curriculum, and an individual learning plan we refer to as "Personalized Learning Plan" or (PLP).

CAC will offer disadvantaged students the real opportunity to earn a high school diploma, transcend their previous situation, and step toward evolving into a “knowledge value” individual as described by David Thornburg.

CAC will leverage the knowledge and expertise of its partners to provide students with access to the middle class through an innovative curriculum and instructional model that prepares students to enter the 21st century workforce as vibrant contributing members of the community and the economy. CAC Students will grow in persistence, perseverance, and resilience as they celebrate the rewards that come from effort. CAC graduates will transition into careers, advanced training, and college because through their own hard work, and the support of a myriad of dedicated and caring professional staff, CAC graduates are *“Ready to Learn, Ready to Work, and Ready for Life!”*

English Learner Services

Some of our students will face an additional challenge of needing to develop language skills due to being English Learners (ELs). Other students upon enrollment and assessment are found to have below grade level academic skills that require remediation and support to access grade level high school curriculum. And other students arrive with exceptional skills and the ability to truly accelerate their learning. The blended learning model will be an integral part of CAC’s program delivery contributing directly to student achievement, as well as narrowing the achievement gap for all students. Access to technology facilitates engagement, communication, interaction, and understanding. The blended learning practice will provide the flexibility to individualize and personalize learning leading to individual gains in math and reading.

For students needing supplemental English Language Development (ELD), the following supports will be included in the instructional model:

- CAC will follow the state mandated protocol and procedures for identifying students using CALPADS, the home language survey, and the California English Language Development Test (CELDT) or the English Language Proficiency Assessment for California (ELPAC).
- CAC will develop a customized ELD program for each student as part of their individualized learning plan which will be detailed in their Personalized Learning Plan (PLP). Their plan may include ELD-modified curriculum and supplementary instructional materials for differentiating instruction.
- The CAC ELD program will include a full immersion program that includes English Language acquisition and computer assisted programs designed to support English development.
- EL students will be scheduled into the regular high school academic classes as soon as they show evidence of growth in English Language Acquisition, with additional support and services so they may better access the curricula and successfully complete the program.

CAC will meet all applicable legal requirements for ELs including, but not limited to, annual notification to parents/caregivers; student identification, placement, research-based English Language Development (ELD) and core content instruction; progress monitoring and intervention; teacher qualifications and training; re-classification criteria, and a process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and, standardized testing requirements.

CAC will emphasize continual improvement dedicated to strengthening and expanding integrated and designated ELD strategies, and will ensure that staff will be qualified to serve Long-Term EL students and have the needed supports from the SCCOE Student Services Branch.

Home Language Survey

CAC shall comply with all applicable state and federal laws related to the education of EL students. CAC will follow the SCCOE policies and procedures for the provision of services to ELs including identification and assessment upon initial enrollment. The Home Language Survey will be administered to determine each student's primary language. Any student identified as having a primary language other than English, as determined by the Home Language Survey, and who has not been previously identified as an English Learner by a California public school, or for whom there is no record of results from the administration of an English language proficiency test, shall be assessed for English proficiency using the CELDT or ELPAC.

Assessments

All students who indicate that their home language is other than English, will be administered the CELDT or ELPAC test within 30 days of initial enrollment, if they are entering a California public school for the first time for the school year, have no record of results, or have never taken a CELDT or ELPAC test for another reason. They will be tested at least annually to measure their language growth thereafter between July 1 and October 31 of each year until reclassified as fluent English proficient. EL students will also participate in other state mandated tests as required.

Reclassification Procedures

Reclassification procedures will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT or ELPAC. The minimum expectations are Level 4 or 5 on CELDT with no individual language domains less than a Level 3.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

- Parental/caregiver opinion and consultation, if applicable, achieved through notice to parents/caregivers of the language reclassification and placement process and encouragement of the participation of parents/caregivers in the school's reclassification procedure.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English).

CAC will notify parents/caregivers, if applicable, of the school's responsibility for CELDT or ELPAC testing under the ESSA for annual English proficiency testing. CELDT or ELPAC results will be given to parents/caregivers, if applicable, within 30 days of receiving results.

Outcomes

The goals of the CAC EL Program are to provide students:

- Development of proficiency in English and in the county adopted core curriculum.
- Ability to overcome language barriers and recoup any academic deficits.
- Ability to demonstrate English Language proficiency comparable to the average SCCOE student of the same age or grade level whose primary language is English.
- Equitable access to curriculum and instructional materials provided for all students. Using the curriculum, these students will make progress that will be equivalent to their peers, experience success, and sustain adequate psychosocial adjustment.
- To have students function successfully in the English language, the needs of English Learners will be met through:
 - Progress monitoring and assessment of growth in attaining English proficiency and reclassification.
 - Access to highly-qualified academic teachers authorized to teach ELs, including integrated and designated ELD.
 - Implementation of the California ELD Standards.
 - Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and development of literacy skills along with oral proficiency and literacy in English.

- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers, as feasible.
- Use of nonverbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, study buddies, project-based learning, and one-to-one student/teacher interactions.
- Use of higher order thinking questions, modeling thinking language by think- a- lounds, explicit teaching, test and study skills, and high expectations.
- Use of the native language to increase comprehensibility.
- Total Physical Response (TPR).
- Language Experience (Dictated Stories).
- Scaffolding and activating prior knowledge.
- Use of realia and manipulatives.
- Project Based Instruction

In addition, if CAC enrolls more than 20 EL students, an English Learner Advisory Committee (ELAC) will be formed, comprised of parents, staff, and community members specifically designated to advise school officials on EL program services.

Meeting the Needs of Gifted Students/Proficient Students

CAC will provide each student identified as Gifted with a learning environment conducive to developing and expanding his/her individual areas of giftedness. The learning plan and accommodations will be documented in the student's learning plan. CAC will recognize a gifted student as a student who has superior intellectual development and capable of high performance and accelerated learning.

The PLP shall be accessible to each of the students' teachers who will be responsible for the implementation. Each teacher shall be informed of specific responsibilities related to implementing the student's PLP.

If a student enrolls with an IEP indicating that he/she was previously identified as "gifted / talented" under IDEA, then an IEP meeting will be held to determine FAPE (Free Appropriate Public Education). Placement may be appropriate at CAC, and goals, objectives, supports and services will be determined by the IEP Team.

CAC will provide appropriate challenging coursework for all students along with opportunities to accelerate in order to maximize each student's potential through a variety of options, including but not limited to: modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, acceleration, and/or enrichment. All content areas offer opportunities for students to show mastery of skills and standards via Proficiency Exams, Challenge Tests, and Check Points.

Students who are able to master these skills with an 80% proficiency or higher, may test out of all or parts of the curriculum to accelerate their learning pathway. In both math and ELA, gifted students may meet specific criteria to begin the Senior Project Prep modules (STEM for math and Writing and Technology for ELA), which consist of only those assignments needed to complete Senior Projects.

CAC's flexible learning environment will be designed to challenge and nurture gifted learners. Independent projects, enrichment activities, learning styles, mentors, and leveling assignments are just a few of the strategies that will be used to address the needs of all. Coursework will be adapted to meet individual gifted student needs. These adaptations may include adding depth, breadth, complexity, or abstractness to the course curriculum and/or adjusting the pace with which material will be presented.

Providing Services to Below Grade Level and Other At-Risk Students

Students enrolled in CAC who are identified as below grade level will have a Personalized Learning Plan (PLP) that will indicate the appropriate course pathway. CAC will provide each student with a learning environment conducive to developing and expanding his/her individual areas of growth. CAC recognizes a below grade level student as a student who needs scaffolding to build basic, foundational skills before mastering the skills and standards of the high school core curriculum.

The PLP shall be accessible to each of the student's teachers who are responsible for the implementation. Each teacher of that student's PLP shall be informed of specific responsibilities related to implementing the student's PLP.

CAC will provide appropriate scaffolded coursework for all students along with remedial opportunities in order to maximize each student's potential through a variety of options, including but not limited to, modifications of content, processes, or products through a differentiated curriculum, curriculum compacting, and/or enrichment. Supplemental curriculum and resources include PLATO Foundational Math and Reading Strategies; Intensive Reading; a Pre-module, which teaches parts of speech and basic sentence structure; educational videos; and modified curriculum and other resources; and the National Repository of Online Courses(NROC) Developmental Mathematics curriculum that was designed to remediate an adult learner from basic mathematics through college readiness in mathematics.

Meeting the Needs of Special Education Students

Upon enrollment, CAC will provide all IEP services that are agreed upon in an existing IEP, and those services are provided either through special education, certified employees, or approved contracted services. Examples of services that are provided include speech & language services, counseling services, vision and hearing screenings, and instructional support. Students will be provided with accommodations and/or modifications based on their IEP in the high school curriculum, alternative standards-based curriculum, remediation/supplemental materials, as well as various school settings. CAC will have paper-based and computer-assisted curriculum that meets the needs of students who are not able to access the standard curriculum. Peer tutors, assistive technologies, and strength-based instructional planning/delivery are other examples of supports and services that may be used to meet the individual needs of students with disabilities.

CAC has consulted with, and will work in cooperation with, the SCCOE, local educational agencies (LEAs) and the North County Special Education Local Plan Area (SELPA), to ensure that a Free and Appropriate Public Education (FAPE) will be provided to all students with exceptional needs. CAC will align practices and procedures with SCCOE's Special Education Program Policy Guide to support the same goal: maintain a high quality program delivery model that is fiscally sound and follows a fiscal allocation plan.

Agreements will be negotiated to determine allocations of actual and excess costs, as well as CAC's responsibilities regarding any encroachment on general funds. The anticipated needs and costs associated with special education were based on a review of expenditures and programs similar in design to the CAC rather than comparisons to more traditional schools. Anticipated special education expenditures are based upon implementations of similar schools. CAC is fiscally responsible for fair share of any encroachment on general funds

CAC will adopt SCCOE's special education policies as a guide in providing a continuum of specialized support and services while maintaining full compliance with district, state, and federal mandates and regulations. CAC administrative and instructional Special Education staff welcomes any opportunity to collaborate, grow professionally, learn from each other, and share best practices.

CAC hopes to function as a dependent charter of the SCCOE local educational agency that granted the charter for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

SELPA Membership

Pursuant to legal provisions of both federal and state law, eligible students enrolled in charter schools are entitled to special education services provided in the same manner as such services are provided in other public schools and charter schools within the SELPA. It will be understood that CAC shall not discriminate against any pupil in its admission criteria on the basis of disability.

CAC will be considered a school of the Santa Cruz County Office of Education, (SCCOE) for the purposes of special education and form part of the North Santa Cruz County SELPA.

See Appendix 2 for North Santa Cruz County SELPA Handbook Chapter 15.1 on Charter Schools

CAC Responsibilities

CAC will deliver the required and appropriate special education services to enrolled students unless other agreements have been reached between the SCCOE or Santa Cruz County SELPA regional providers.

Services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- Individual Education Plan (IEP) development
- Utilization of the county's comprehensive services to provide appropriate education services to all enrolled students
- Submission of all required reporting, filings, etc. to fully comply with the Santa Cruz County SELPA and California Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

CAC students, teachers, key school personnel, or other interested persons systematically review and make recommendations about student performance related to:

- Academic progress
- Social/Emotional development
- Physical limitations
- Behavioral history

Students shall be referred for special education assessment only when their individual needs interfere with school performance and cannot be met through modifications within the general education/independent study setting, (federal mandates require general education resources and services be exhausted before the CAC refers a student for special education testing) or if requested by a parent of a student under 18, or an adult student. Objective and complete data will be collected during an initial referral to ensure appropriate recommendations for students are made (i.e., work samples, cumulative record review, CA test scores and health history). A follow-up date will be scheduled to review the progress of the proposed strategies. If sufficient progress is noted at the follow-up meeting, more restrictive interventions will not be warranted. If progress is not noted, a Student Study Team (SST) may refer the student to a second tier where more intensive research-based curricular strategies are implemented or may refer the student for special education assessments.

A formal request from a parent or adult student to assess a student for special education supersedes the SST process and CAC staff will comply with all timelines and procedures for developing an assessment plan or sending Prior Written Notice if an assessment is deemed not appropriate.

Special Education Programs and Services

Upon enrollment of a student with an IEP, a representative from CAC staff will meet with the student (and parent/caregiver, if applicable) to review the student's current IEP, review transcripts and discuss course assignment. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals
- Placement in appropriate courses with highly qualified teachers credentialed to instruct students with special needs.
- Assignment to core classes and intervention courses for reading and/or math based on the student's needs.
- Special modifications and/or accommodations of curriculum or instruction, as specified in the student's IEP, to enable successful participation in the core curriculum.
- Additional instructional time, as specified in the IEP, to provide students sufficient instruction and practice in order for them to master grade-level standards, if applicable.
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.

- Collaboration between CAC, the SCCOE and the Santa Cruz County SELPA to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

CAC will adhere to the legal mandates outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP enrolls in CAC he/she will be provided an interim special education placement and a new IEP will be written on the corresponding Santa Cruz County SELPA forms within 30 days. After the interim placement, staff, parent/caregiver, and the student may revise the IEP with appropriate goals and access to services at the CAC program or to consider alternate placement options, if the student's needs cannot be met at CAC.

The IEP team will be comprised of the student, (parent/caregiver and/or their requested representative[s], if applicable), a general education teacher, special education personnel who will be working with the student, and an administrative representative. Based upon areas of need, the goals, objectives, and frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California grade level standards and frameworks. Progress will be periodically monitored and written documentation of progress toward meeting annual goals will be provided to the student (and/or parents/caregivers, if applicable), as frequently as their general education counterparts (but no less than three times per year).

Initial and Triennial Assessments

When students are referred for an initial evaluation to determine if they meet eligibility requirements to receive special education, CAC will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all areas of suspected areas of need/disability; coordinate qualified personnel to provide the required testing; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel. Although not legally required, CAC staff will attempt to distribute written assessment reports to the student (parent/caregiver, if applicable) prior to the IEP meeting. In the event this will not be feasible, CAC will ensure copies of the reports are available at the meeting. CAC will utilize the Santa Cruz County web-based SELPA Information Record and Analysis Support (SIRAS) system to complete all IEPs and report CASEMIS information.

At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a Section 504 Accommodation Plan will be offered, and if accepted, developed at the meeting.

Identification of Bilingual Special Education Students

Before a student whose native language is not English will be referred for special education, their level of English proficiency will be determined to ensure their lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in the student's native language and familiar with their native culture will participate in the SST process and during the referral process for determining the eligibility for special education. As required, before students are identified as disabled they will be tested in their native language. CAC will evaluate a student in his or her native language before they can identify that student as having a disability and provide special education services. In addition, parents will be offered evaluation plans and IEPs in their native language before giving informed consent.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language that the student will be assessed in when a formal referral to special education will be made. This will be documented on the assessment plan. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested. All goals and objectives for bilingual students will be linguistically appropriate and are developed so that the student's language acquisition needs are taken into account. Special education personnel who assess and deliver services outlined on the student's IEP will have Cross-cultural, Language, and Academic Development (CLAD) certification authorizing them to provide instruction to English learners.

Dispute Resolution & Complaint Procedures

The CAC's policy will be to comply with applicable federal and state laws and regulations. Pursuant to this policy, there will be a Board-adopted complaint policy and procedure to provide a uniform system of complaint processing for the following types of complaints:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, , career technical and technical education training programs, childcare and development programs, and child nutrition program.

Students (parents/caregivers, if applicable) also have the right to file a complaint with the county and/or the California State Department of Education.

Please see Appendix E for the SCCOE Uniform Complaint Procedure
Transferability of High School Courses

Upon enrollment, students (and their parents - for those students under 18 years of age) will be notified by CAC of the acceptability of credit for transferring into or out of CAC.

Career and College Pathway Efforts

CAC will partner with other entities, especially the Regional Occupation Program (ROP) to provide options and pathways designed to deliver long-term solutions for over-age, academically underserved, and low income youth that are not enrolled in school or participating in the labor market.

Professional Development

CAC educators will participate in meaningful staff development that centers on both content areas and appropriate strategies for teaching in adult environments. Topics for professional development may include: managing an adult classroom, working with English Learners, differentiating instruction, the Common Core State Standards, technology in the classroom, and content-specific topics.

New Staff Orientation, Training and Support

New staff members will be encouraged to job shadow in their particular area and visit other sites to observe and learn from more veteran teachers and staff.

Professional Development Plan

CAC teachers will be provided professional development opportunities geared toward individual experiences as well as site experiences which will provide growth to the staff member(s). A catalogue of professional opportunities for learning will be available for CAC staff from which a site or individual can choose for their growth.

CAC programs serve a significant population of the most at risk students from the juvenile justice system and the Foster Care system. CAC will counter these various risk factors with: a rigorous curriculum that will be adaptable to each student's individual needs, small school programs in multiple, highly accessible locations throughout Santa Cruz County, and highly qualified caring educators who are invigorated by frequent professional development, which includes training on trauma informed care.

The CAC leadership team believes that knowledge of the impact of chronic and severe traumatic stress on children is a key component to a comprehensive professional development plan that prepares educators to engage and empower our student population.

Motivating Reluctant/Resistant Learners

The impact of chronic and severe traumatic stress upon the CAC student population will also necessitate that our staff undertake additional and targeted professional development to counteract its dire effects. Best practices for how to work and incorporate Reluctant/Resistant Learners into our program will also be identified and adopted into CAC's teaching delivery. For students to feel a sense of ownership in their own learning, they need to be a part of the process at its inception. At first, teachers may be leery of allowing students to have a voice in determining the project, or even the criteria for which they would be assessed. However, when students are respected as life-long learners and can suggest the criteria for assessment, they become thoughtful and responsible. This will be a step that increases their motivation and challenges their interest, and makes them responsible for the work they produce. A Reluctant/Resistant student usually develops these inherent feelings of exclusion after a lifetime of having been excluded from school, family, community or any number of affirming social circles. CAC will establish a teaching style that:

- Increases students' ownership in the classroom so that they are intrinsically motivated.
- Provides and design strategies that inspire higher level thinking skills that excite and motivate our students to read, write, speak, listen attentively, and perform.
- Utilizes coaching strategies that work best with Reluctant/Resistant students to increase the quality of study work.

Mindset

The concept of developing Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success. CAC staff will be trained to identify and develop this simple idea in our student and will learn that it makes all the difference.

In a **fixed mindset**, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Translated into our student populations, CAC students may see themselves only as dropouts because they have been measured and reinforced as being dropouts all their life. Instead of attempting to develop their intelligence, their mindset, they may believe that talent alone creates success without academic effort. Successful participation in the CAC program will prove them wrong.

In a **growth mindset**, people believe that their most basic abilities can be developed through dedication and hard work; brains, and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Studies into the profiles of individuals who develop their mindset, suggest that virtually all great people have had these qualities. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships. Our CAC staff will be trained to develop their own growth mindset and encourage students that they teach to develop their own as well.

Description of how Curriculum Aligns to Student Performance Standards

The standards-based curriculum is designed to prepare students for fulfilling lives in the global economy of the 21st century with strong emphasis on real life skills that can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, CAC will prepare students to be lifelong learners who are well-prepared to be contributing members of society.

Because the CAC core academic curriculum will focus on intellectual development, it will prepare students to increase proficiency in literacy and numeracy utilizing an instructional program that will be aligned to the California State Standards (CSS), the Next Generation Science Standards (NGSS), and the CTE Standards. The instructional plan will be theme-centered, integrated, interdisciplinary, problem-focused, and project-based, all of which will ensure our students will be college and career ready.

The curriculum content of the core subject areas (Reading/Language Arts, mathematics, science, and social studies) will be aligned with the CSS, NGSS, and State Content Standards for History-Social Science. Students of CAC will demonstrate the following competencies upon graduation:

English/Language Arts

With the implementation of the Common Core aligned Character Based Literacy curriculum, students will demonstrate strong reading skills in informational and literary text, writing from sources, listening, speaking, research and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. Through regular practice with complex texts and its academic vocabulary, students will build knowledge from, comprehend, and critically interpret multiple forms of informational and literary text, including complex technical directions much like they will be required to do with the annual California Assessment of Student Performance and Progress (CAASPP) assessment.

Mathematics

Students will develop abilities to reason logically, think critically, and persevere in problem solving situations to understand and apply mathematical processes and concepts from the CSS for math: number and quantities, algebra, functions, modeling, geometry and statistics & probability.

Science

Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts of various strands of science, which include science as inquiry, physical science, life science, earth science, space science, and science of the environment. Students will research scientific current events pertinent to their studies and creatively present their learning so that peers may learn and apply those skills and knowledge. Students will investigate real world issues and complete hands-on and virtual labs to address learning and inquiry as well as reflect on and summarize their learning. The integration of the three NGSS dimensions of practices, crosscutting concepts, and core ideas will provide students with a context for the content of science, how science knowledge is acquired and understood, and how the sciences are connected through concepts.

History/Social Studies

Students will understand and apply civic, historical, economic, and geographical knowledge in order to serve as participating citizens in today's world of diverse cultures in both workplace and educational settings. Students will utilize key skills such as reading comprehension, critical thinking, problem solving, analyzing and applying knowledge, and using technology effectively. Students will learn historical concepts through domain-specific informational texts. Students will be expected to learn through the texts rather than simply referring to them. Students will also build their academic vocabulary while accessing complex texts. Real-world projects will allow students to apply this knowledge to their own lives in the 21st century.

Competency will be demonstrated in benchmark and summative assessments for each course and culminate in the presentation of five Senior Projects that represent a broad sampling of student learning. Students' mastery of the standards and their developed skills will be showcased in their Senior Projects. The application of college and career anchor standards, so essential in the core content areas, will lend themselves to the Senior Projects and Creative Technology as well as the Final Presentation where students practice their listening and speaking skills.

Assignments will be aligned to the state standards, so students and teachers can track the mastery of any particular standard in any content area assignment. Students will leave CAC with a solid academic knowledge base in literacy and presentation skills, as well as marketable career and technical skills, increased academic confidence, and a high school diploma. The value and reward of this program will be its proven ability to dramatically improve the career opportunities and quality of life prospects for this student population.

Local Control and Accountability Plan (LCAP)

The following annual goals and annual actions will be implemented and be further detailed in the CAC's 2017-18 Local Control and Accountability Plan (LCAP), to be submitted annually, and may be revised and/or reorganized therein. CAC recognizes that the majority of our students will likely be socio-economically disadvantaged, and annual goals and actions will be developed to address the needs of this subgroup. The annual goals and actions below (and future LCAPs to be developed) shall reflect laws and regulations as applicable to charter schools, which have added flexibility in several of the state priority areas.

Goal #1: All CAC students will be prepared to transition successfully into subsequent educational levels and the work force.

Goal 1

All students will be engaged in a rigorous and supportive learning environment to prepare them for high school graduation, college and a career.

Identified Needs

Analysis of available data indicates that the majority of our students are achieving at a level below what is typical for statewide peers. In a system intended to serve incarcerated, adjudicated, and at risk youth, this is to be expected but not accepted. Our primary goal continues to be increasing student achievement.

State Priorities 1,3,4,5,7,8

Metrics

Progress towards meeting this goal will be measured by the following metrics:

- The percentage of students who earn their high school diploma
- The percentage of students who make more than a year's worth of progress (50 or more credits)
- The percentage of students who earn industry certification
- The percentage of students who score 236 or higher on the CASAS reading and math
- The percentage of students who score at or above the 9th grade NWEA MAP status norms in reading (220) and math (230)

We hope to utilize the 2017-18 school year to establish a benchmark for the identified metrics.

Goal 2

Provide students with a safe environments that support student well-being. This goal will have four areas of focus:

- Improve positive and supportive relationships between staff and students.
- Provide social emotional counseling for all students, including EL's and Students with Disabilities.
- Ensure that all students continue to attend school in facilities that are in good repair and promote learning.

- Ensure that all students have the opportunity to learn in a safe environment.

Progress towards meeting this goal will be measured by the following metrics: Chronic Absenteeism Rate, School Attendance Rate, Staff Surveys, Student Surveys, Percent of facilities in good repair, Suspension Rate

Identified need

There is a continued need to ensure that students are and feel safe, are engaged in school and are ready to learn while at school. Data collected from families and staff indicate that our students often experience trauma at home and in the community. It is not uncommon for our students to have been the victims of crime or abuse, lack sufficient nutrition, or suffer from anxiety and or depression. We need to ensure that students' physical and mental health needs are met to a degree appropriate for a public school.

State Priorities 1,3,4,5,6

Metrics

Perceived Support

Measurable outcome: Increase percentage of students that report in annual survey that staff is "caring and supportive" by 3%. Set Benchmark in 2017-18 survey

Attendance

Set Benchmark of attendance rate in 2017-18

Measurable outcome: to achieve and maintain attendance rate at 90%

Facilities in good repair

Maintain 100% of facilities in good repair

Suspensions and Expulsions

Keep suspensions and expulsions below 5% of the student population. Set Benchmark of suspension rate in 2017-18

There are no mandated assessments for this age group; however, CAC will utilize other assessments such as CASAS, NWEA Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), and Curriculum Based Assessments

ELEMENT B: Measurable Student Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.*

The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, which apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

CAC Student Outcomes

Expected Measurable Outcomes

Progress towards meeting this goal will be measured by the following metrics:

- The percentage of students who earn their high school diploma will increase by 5% every year from a baseline of 2017-18
- The percentage of students who make more than a year's worth of progress (50 or more credits) will increase by 5% every year from a baseline of 2017-18
- The percentage of students who earn industry certification will increase by 5% every year from a baseline of 2017-18
- The percentage of students who score 236 or higher on the CASAS reading and math will increase by 5% every year from a baseline of 2017-18
- The percentage of students who score at or above the 9th grade NWEA MAP status norms in reading (220) and math (230) will increase by 5% every year from a baseline of 2017-18
- Increase percentage of students that report in annual survey that staff is "caring and supportive" by 3% every year from a baseline of 2017-18.
- CAC will achieve and maintain an attendance rate at 75%.
- CAC will keep suspensions and expulsions below 5% of the student population.
- CAC Students will pass their coursework at a rate of 75% in all courses including Language Arts, Mathematics, Science, Social Studies, and more.

The CAC will improve student academic knowledge and guide them upon an educational plan that will result in completing all course criteria to qualify them to obtain an accredited California high school diploma. All courses and curriculum utilized by CAC will be aligned with California State standards and its teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

Highly qualified, subject-certified teachers and their paraprofessional assistants will be physically present in the classroom to help students work both online and offline to complete their courses.

Students will submit work through the learning management system or in the classroom utilizing interactive and engaging real-world assignments and tasks, where teachers access it, review it, and then report grades. The face-to-face staff will provide synchronous, as-needed help and instruction to complement the online learning components.

LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups

CAC will observe and meet the state priorities listed in *Education Code Sections 52060 and 52066*. The CAC program will be planned in such a manner as to comply with each of the eight priorities as established in the Local Control Accountability Plan (LCAP). Goals will be established for each group in the following areas:

A. Conditions of Learning:

- Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)
- Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)
- Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions to (i), inclusive, of Section 51220, as applicable. (Priority 7)

B. Pupil Outcomes:

- **Pupil achievement:** performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)
- **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

- **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)
- **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

CAC will aim to prepare students for success by providing a supportive school environment focused on increasing academic and positive social skills and behaviors, while providing functional life skills instruction. CAC will operate as a charter school under the authorization of the Santa Cruz County Board of Education, as a unique public school with the following overarching goals:

- To provide students and, when applicable, parents/caregivers with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- To reach students who have “dropped out,” and are not currently enrolled in any school, or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- To educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning and/or who are credit deficient.
- To increase student learning and academic performance.
- To provide students with alternative methods to master core content standards.
- To foster rigorous learning experiences aligned to state standards.
- To increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- To stimulate students’ natural interests and curiosity.
- To develop learners who are self-motivated.
- To support students in identification of life and career goals and assist transition into employment.

CAC will be accountable for meeting these goals and achieving measurable pupil outcomes through a performance based system.

School Exit Outcomes and Performance Goals

1. Individual Student Growth Results will demonstrate accelerated learning in reading.
 - The percentage of students demonstrating accelerated growth in reading skills will trend up over the term of the charter.
2. Individual Student Growth Results will demonstrate accelerated learning in mathematics.
 - The percentage of students demonstrating accelerated growth in mathematic skills will trend up over the term of the charter.
3. An evaluation of individual student writing skills will demonstrate improvement over time.
 - Individual student growth in writing skills will improve over time as evidenced by student writing portfolios.
4. The CAC graduation rate will compare favorably with the graduation rate of schools serving similar student populations in California and will trend up over the term of the charter.
5. Student enrollment in colleges and/or in advanced training or achievement of certifications will be evaluated annually and will trend up over the term of the charter.
 - Staff will use the National Student Clearinghouse data to gather college data.
 - Staff will encourage student participation in an alumni program to gather these data.
 - Success metrics will include, but are not limited to, Career Pathway selection, college credits earned, number of students participating in co-enrollment programs with partner colleges, CTE courses completed, certificates earned, internship and job shadowing experiences, advanced training completed with consortium partners, number of students placed in jobs, match of job to training received, and when available, salary earned in job. These metrics will be gathered and reported annually.
6. Students will be evaluated by the Gallup Poll for hope, engagement, and well-being, measures of non-cognitive efforts to predict student success in academics and general youth development settings.
 - School results will be compared to schools across the country, with the annual goal of overall comparable or better results in hope and engagement.

All of the outcomes and goals described previously will align to the school mission, vision, and values through the use of a curriculum designed to engage an older student population and through assessments that will provide relevant academic growth information to each and every individual student. CAC will adhere to California public high school graduation requirements and will prepare students for the accomplishment of the California State Standards.

CAC will use a comprehensive assessment approach designed to provide valid, reliable, and timely information for teachers to modify and improve instruction, select appropriate modes of classroom activities, monitor student progress, and use assessment results effectively. Assessments will be designed to inform teachers about the effectiveness of their teaching and the academic/learning progress being made by students. CAC teachers will use a variety of formative and summative assessments and evaluate, apply, and integrate assessment data to improve student performance on the standards-based curriculum requirements. These assessments will also prepare students for the California Assessment of Student Performance and Progress (CAASPP) where appropriate.

CAC will seek to improve student academic knowledge and guide students with an educational plan that will result in completing all course criteria to qualify them to obtain a high school diploma. All courses and curriculum materials employed by CAC will follow state adopted guidelines and teaching staff will meet California Commission on Teacher Credentialing (CCTC) requirements.

Any modification of these outcomes or expectations will be submitted to the Santa Cruz County Board of Education as an amendment of this charter. In such a case, the County Board of Education agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

ELEMENT C: Method by Which Pupil Progress will be Measured

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

Methods of Assessment

To measure the progress of the students at Career Advancement Charter (CAC) and to ensure that the goals of the charter are being met, CAC will adhere to statewide standards with mandated standardized tests and will utilize additional CAC Charter School performance-based assessments on a regular basis to measure student progress. Student performance on these measures will help the CAC School community make informed decisions about instruction efficacy, needed program modifications, or additional goals and objectives to be developed.

The following assessment approaches may be included in the school's measurement of outcomes:

- Students may take the CASAS Assessment designed to assess the relevant real-world basic skills of adult learners. CASAS measures the basic skills and the English language and literacy skills needed to function effectively at work and in life. The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area. Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts. The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish. Student Performance Level (SPL) designations are provided for the ESL levels. The SPLs were developed through the Center for Applied Linguistics for the National Mainstream English Language Training Project. They provide general descriptions of adult ESL learners' ability in two areas of language proficiency: language/oral communication and reading/writing at a range of levels.

- Students may take the Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP®) which creates a personalized assessment experience by adapting to each student's learning level - precisely measuring student progress and growth for each individual. Staff will have essential information promptly about what each student knows.
- Curriculum-Embedded Standards-Based Formative and Summative Assessments: locally developed tests, designed to measure student achievement on the grade-level standards-based curriculum content in core areas such as reading, mathematics, science, and social studies in grades 9 through 12. Students will be assessed after each unit, module/course and at the completion of individual Senior Projects and the final formal presentation to staff, students, and others (parents, partners and/or fellow students). Advancement to subsequent units and modules will require a minimum 80% success rate on the preceding ones. This may vary based on individual student's PLP and/or additional learning plans, including, but not limited to IEP or 504 Plans.
- Teachers will chart and use assessment/test results as an ongoing guide to student instructional needs to enhance student progress. In order to address the skills needed for success, assessments will be developed to include Webb's Depth of Knowledge (DOK) levels of cognitive demand. Depending on the assignment or assessment question, students may be asked to begin with a simple recall question but then might be asked to build upon that through explanation, analysis, or application.
- Teachers will also use these DOK levels in formative assessments and classroom conversations, small group instruction, and opening and closing activities as well as to create more cognitively engaging and challenging tasks. These levels will be a natural and cohesive part of all curriculum and instruction regardless of content area. These levels will also be in alignment with the California state standards.
- Hess's Cognitive Rigor Matrix also allows the same opportunities for teaching and learning as Webb's DOK levels. Hess's matrix easily allows the students to take the knowledge they have remembered and understood and then transfer that knowledge to other scenarios or applications. Application of knowledge is the key to college and career readiness. It is simply not enough to know something; Hess's matrix is a tool used to examine the depth of understanding required for different tasks and complexity.
- Standardized Assessment(s): CAC will administer and comply with any California mandated tests: CAASPP and any other statewide or national assessments that are added throughout the life of the charter.
- Portfolio Assessment: Portfolios will be divided into two divisions of learning: Core Academics and Electives. The Core Academic portfolios represent a log of essential learning needed to be college and career ready utilizing state standards for math, science, social science and English Language Arts. Real world literacy, numeracy and integrated

technologies are at the core of these portfolios to help prepare our students for the competitive 21st century job market. Students must also present their portfolio to their peers to showcase their core content achievements and illustrate their oral presentation and communication skills.

See Appendix 1 for a list of curriculum, materials, and assessments

Use and Reporting of Data

The above assessments are designed to align to the mission, exit outcomes, and the curriculum utilized in CAC. CAC will utilize the data to identify areas for improvement in the educational program. The Charter will develop an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality
- A summary of major decisions and policies established during the year, data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey
- Data regarding the number of staff working at the CAC and their qualifications
- A copy of the charter's health and safety policies and/or a summary of any major changes to those policies during the year
- Information demonstrating whether the charter implemented the means listed in the Charter to achieve a racially and ethnically balanced student population
- An overview of the charter's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended
- Analyses of the effectiveness of the charter's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and,
- Other information regarding the educational program and the administrative, legal, and governance operations of the CAC relative to compliance with the terms of the petition.

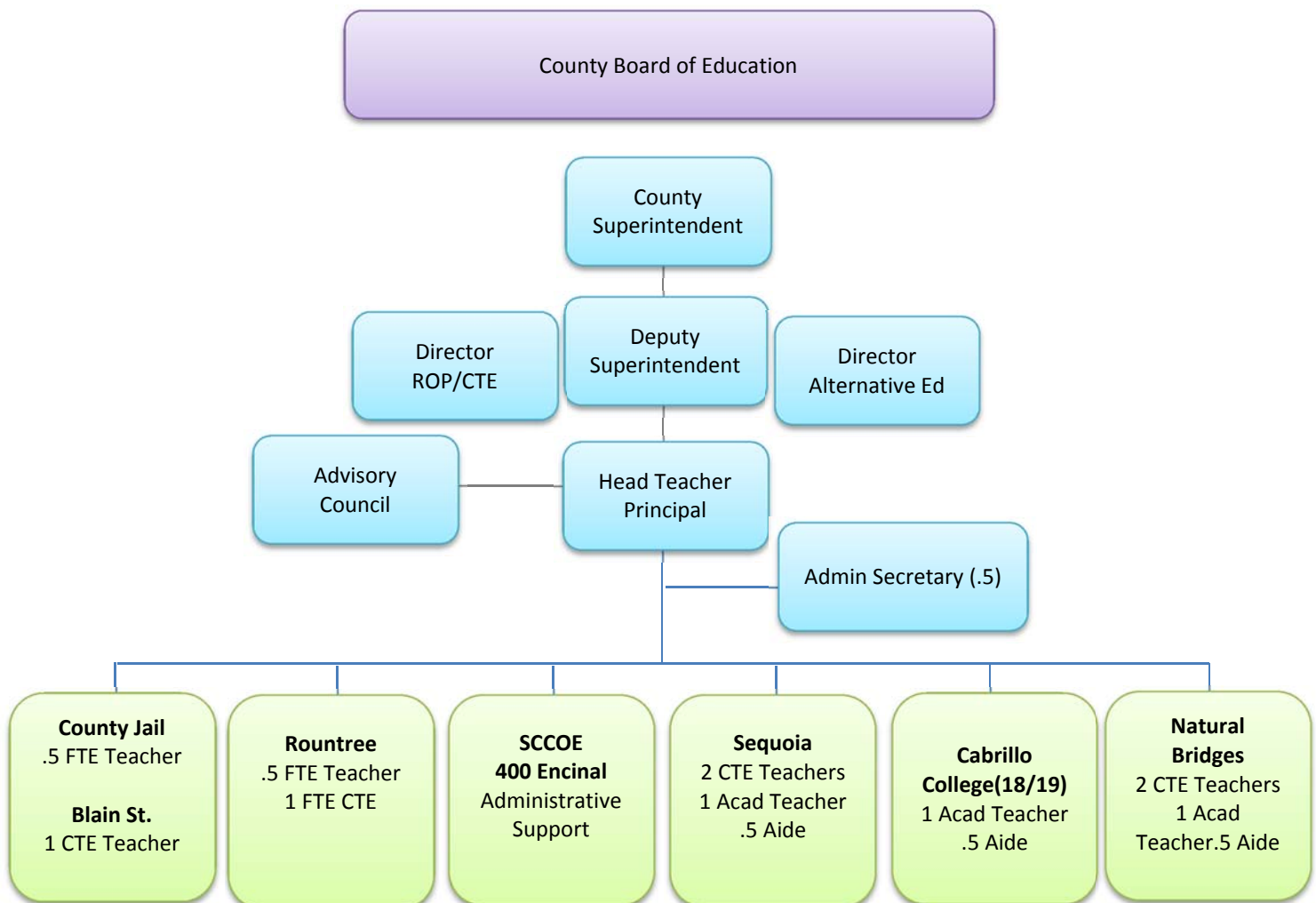
CAC will use the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. Annual CAC performance information will be shared with students, families, and public agencies as appropriate.

ELEMENT D: Governance Structure of School

Governing Law: *The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

Career Advancement Charter (CAC) will be a dependent public charter school authorized by the Santa Cruz County Board of Education and administered by the Santa Cruz County Superintendent of Schools through the Santa Cruz County Office of Education (SCCOE). CAC will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Through its role of long-range policy development and other critical functions and responsibilities, the Santa Cruz County Office Board of Education works with the Santa Cruz County Superintendent of Schools to offer the most effective educational programs and services available.



The Santa Cruz County Board of Education will retain roles and responsibilities as defined in Education Code 1040 – 1047 for the Career Advancement Charter.

CAC will follow applicable policies set forth by the Santa Cruz County Board of Education and the administrative regulations set by the Santa Cruz County Superintendent of Schools. CAC will comply with all applicable federal laws, and state and local laws that are applicable to public charter schools.

Conflict of Interest Regulations

CAC will be fully in compliance with the conflict of interest regulations of the Political Reform Act Government Code 1090.

Advisory Council

The Charter Advisory Council will be established to ensure the school program will be aligned to the charter elements, the Local Control Accountability Plan (LCAP) goals and action/strategies, and the Single Plan for Student Achievement (SPSA) goals. The Charter Advisory Council will review, approve the SPSA, monitor its implementation, and evaluate the effectiveness of the planned activities at least annually. The CAC Advisory Council (AC) will make recommendations to the County Superintendent on design and other pertinent requirements of the operations of the school. The AC will consist of the Head Teacher/Principal, Deputy Superintendent, Director of CTE, Director of Alternative Education, 2 students, 2 teachers, 1 other staff, and 2 community members who will be representative of all CAC sites/locations. Other collaborating partners will include; Probation, law enforcement, Workforce Development Board, Salud Para La Gente, business partners and other dedicated partners.

The Charter Advisory Council will meet quarterly and provide input to the Santa Cruz County Superintendent of Schools on general school issues, policies, and other charter school interests and activities.

School Site Council

The School Site Council will be an advisory group to the Head Teacher/Principal. As required by California Education Code 52852, the School Site Council will be constituted to ensure parity between (A) the head teacher/principal, classroom teachers, and other school personnel; and (B) an equal number of students or parents of minors, or other community members selected by parents, and pupils. The School Site Council may make recommendations about issues related to CAC and participate in reviewing parental and community concerns and opportunities. The Head Teacher/Principal will be responsible for communicating all School Site Council recommendations to the Santa Cruz County Superintendent of Schools.

Student Engagement

Parent and community involvement in the operation of the school will be an integral factor in ensuring that CAC addresses the needs, concerns and expectations of the families and communities of our students.

English Learner Advisory Committee

In the event that the CAC enrolls more than 20 English learner students, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will consist of parents, staff, and community members designated to advise CAC on its English Learner program consistent with California Education Code Sections 35147(c), 52176(b) and (c), 62002.5, and 64001(a).

Teacher/Student Agreements

CAC shall develop a student teacher agreement (Teacher/Student handbook, Independent Study Master Agreement, and attendance compact) to be approved by the County Superintendent of Schools and presented at the time of the intake interview. At a minimum, the Teacher/Student Contract shall:

- Require students and teachers to complete and return all forms, questionnaires, and other requests for information that may be required by the school
- Require students to complete all class work and homework the teacher assigns
- Require teachers to correct and return student assignments with useful comments in a timely manner
- Require all students to follow the Student Conduct Code and all rules of the program in which they are co-participating
- Require students and teachers to attend all student-teacher conferences as scheduled by the teacher and/or student
- Require students and teachers to follow all rules and procedures as approved by the Santa Cruz County Office of Education

Role of the Chartering Authority

As the chartering authority, the Santa Cruz County Board of Education will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The Santa Cruz County Board of Education will be responsible for reviewing and taking action on charter petition renewal and revision requests, and has the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Legal Organization of the School

CAC will operate as a dependent public charter school of the Santa Cruz County Office of Education (SCCOE). CAC will maintain an agreement with the SCCOE for providing business and administrative services. The County Office will provide personnel, accounting, and payroll services to CAC.

ELEMENT E: Qualifications to be met by individuals to be employed

Governing Law: *The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

Career Advancement Charter (CAC) School will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non- instructional support capacities who believe in the instructional philosophy outlined in its vision statement.

The following FTEs are anticipated to be hired:

Certificated Salaries	2017-18	2018-19	2019-20
Number of FTE - Teachers (CTE - Academic)	2.4	4.4	6.4
Number of FTE - Pupil Support Salaries (Counselor)	0	0	1
Number of FTE - Supervisor/Admin Salary (Head Teacher/Principal)	*	*	0.5
Number of FTE - other Certificated (SPED)	**	**	1.2
COLA percentage increase	1.03	1.02	1.02

* Head Teacher Stipends will be offered

** Special Education staffing will be budgeted hourly

Classified Salaries	2017-18	2018-19	2019-20
Number of FTE - Instructional Aides' salaries	0.5	1	1
Number of FTE - Clerical and Office Salaries	0.5	1	1

In accordance with Education Code 47605(d) (1), CAC shall be nonsectarian in its employment practices and all other operations. CAC shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All CAC teachers must meet the requirements of state and federal law. Possession of an appropriate California Teaching Credential, Multiple or Single Subject; Must have EL Authorization. Must have possession of a valid Class C California Driver's License; insured by a valid liability carrier. All teachers must be Every Student Succeeds Act (ESSA) compliant in core areas (English, Math, Science, Social Science) or willing to obtain appropriate certification. As CAC will be a charter under the authority of the Santa Cruz County Board of Education, teachers will abide by the same requirements as all teachers employed by the Santa Cruz County Office of Education (SCCOE). English Learners will be served by credentialed teachers holding a Cross-cultural, Language, and Academic Development (CLAD) credential or the equivalent. Classroom or parent volunteers, speakers, outside experts and others may support student learning. They may volunteer their services, be paid as independent contractors or be hired as SCCOE employees. Agencies and organizations may provide services to CAC through contracts. All CAC staff will be evaluated with the appropriate SCCOE evaluation forms and process for their classification (i.e. Certificated Management, Certificated Teacher, and Classified evaluation).

CAC acknowledges: (1) student achievement increases in schools where teaching and learning have the highest priority and (2) students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. All CAC instructional staff, including certificated teachers and classified instructional paraprofessionals, will be effective and compliant with federal ESSA requirements.

Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. The staff at CAC will be provided professional development that will be ongoing, experiential, collaborative, and connected to and derived from our vision, mission, and school goals.

All CAC employees will possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the SCCOE. These criteria are further described in the remainder of this section. All CAC teachers will hold dual credentials and will be qualified to teach both general education students as well as special education students with mild or moderate disabilities. CAC will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring. CAC will comply with all applicable state and federal laws regarding background checks, clearance of personnel, maintenance and disclosure of employee records, and ESSA guidelines.

All CAC employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

Procedures for Background Checks

Employees and contractors of CAC will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head Teacher/Principal shall monitor compliance with this policy and report to the County Superintendent of Schools on a regular basis. As the employer, the County Superintendent of Schools will monitor the fingerprinting and background clearance of the Head Teacher/Principal. Volunteers who will volunteer outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at CAC:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the Head Teacher/Principal in a confidential secured file separate from personnel files, as required under the law
- I-9 Proof of American citizenship form with a copy of driver's license and social security card, or other acceptable identification
- A completed Employment Application for all staff
- Copy of teaching credential
- Cover letter
- Resume
- Complete W-4 and DE-4 Income Tax forms
- Proof of Tuberculosis clearance

The following types of positions will be employed at CAC:

Head Teacher/Principal

The Head Teacher/Principal will be responsible for planning, organizing, leading, and directing the educational operations, activities, and services of the CAC at all sites. The Head Teacher/Principal will be supervised by the Deputy Superintendent of Student Services and receive guidance and

oversight from the Director of Alternative Education and the Director of Career Technical Education. The Head Teacher/Principal will be responsible for a wide range of management and administrative responsibilities necessary to provide instructional leadership. These responsibilities include maintaining budgetary oversight; complying with local, state and federal regulations; supervising assigned staff; establishing appropriate relationships with the community and other agencies; and ensuring an effective program of student education.

CTE Teacher

The Career Technical Education teacher will perform the primary role of a leader of learning in the assigned position. The CTE courses are designed to develop the knowledge and skills of various occupations and their presentation to outside audiences as used in an employment setting. The CTE Teacher will provide group and individual instruction utilizing the most effective teaching strategies, activities, aides and equipment.

Academic Teacher

CAC Teachers will be responsible for providing general education (core academic subjects) and special education instructional services for students (special education and regular education) ages 17 and older who had previously separated from school and are returning to earn a high school diploma and to enter a college/career pathway. They ensure compliance with special education regulations, court orders, etc., and processing new students in accordance with requirements. These positions may provide lead support to instructional aides and are under the general supervision of the Head Teacher/Principal for day-to-day operations and program implementation and a special education administrator for guidance regarding IDEA regulations/compliance. Internships and project- based learning will be featured components.

Counselor

The counselor will provide all aspects of counseling and guidance services to students, including supplemental academic intervention services to support underachieving students. The counselor will also provide information to students, parents of minors, teachers, and administrators in order to promote a comprehensive decision-making process for the achievement of student educational objectives.

Instructional Aide

Instructional Aides will assist classroom teachers in the instruction, supervision, and training of individual or groups of students and perform a variety of related duties in the maintenance of an effective learning environment for students.

Administrative Secretary

The Administrative Secretary will perform a wide variety of clerical and office functions. Under general supervision, employees in this classification perform a variety of responsible secretarial and administrative support duties in support of an administrator and provide general information and assistance to faculty, staff, parents, and the general public.

See Appendix 3 for Job Descriptions.

ELEMENT F: Health and Safety Procedures

Governing Law: *The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

Career Advancement Charter (CAC), as a dependent charter, will adhere to the adopted health, safety, and risk management policies of the Santa Cruz County Office of Education (SCCOE). This plan is currently under development and its structural frame will be based upon the existing SCCOE Alternative Education Department's Comprehensive School Safety Plan for Community Schools. These policies are incorporated as appropriate into the CAC's student, family, and staff handbooks and will be reviewed on an ongoing basis by the staff and administration.

These policies will be developed in consultation with insurance carriers and at a minimum will address the following:

Seismic Safety

CAC assures that school buildings will meet Fire Marshal approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements pertaining to charter schools.

Natural Disaster Emergency Preparedness

CAC sites will use the Santa Cruz County Office of Education Emergency Plan handbook to formulate responses to the following natural disasters and emergency situations which may include, but shall not be limited to, fire, flood, earthquake, and other situations that may threaten students or staff.

Immunizations

All students who are 17 years of age will be required to provide records documenting immunizations as required pursuant California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

Drug Free/Alcohol Free/Smoke Free Environment

CAC will function as a drug, alcohol, and tobacco free workplace.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the SCCOE.

Emergency Epinephrine Auto-Injectors

CAC will adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Facility Safety

CAC shall comply with *Education Code Section 47610* by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. CAC will agree to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CAC will conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

CAC will be committed to providing a school that will be free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CAC will have a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be very serious and will be addressed in accordance with the SCCOE's sexual harassment policy.

Health Care and Emergencies

CAC will recognize the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school- sponsored activities. To facilitate immediate contact with parents/guardians or other emergency contacts as appropriate when an accident or illness occurs, the CAC will require current contact information for all students.

See Appendix 4 for Comprehensive School Safety Plan

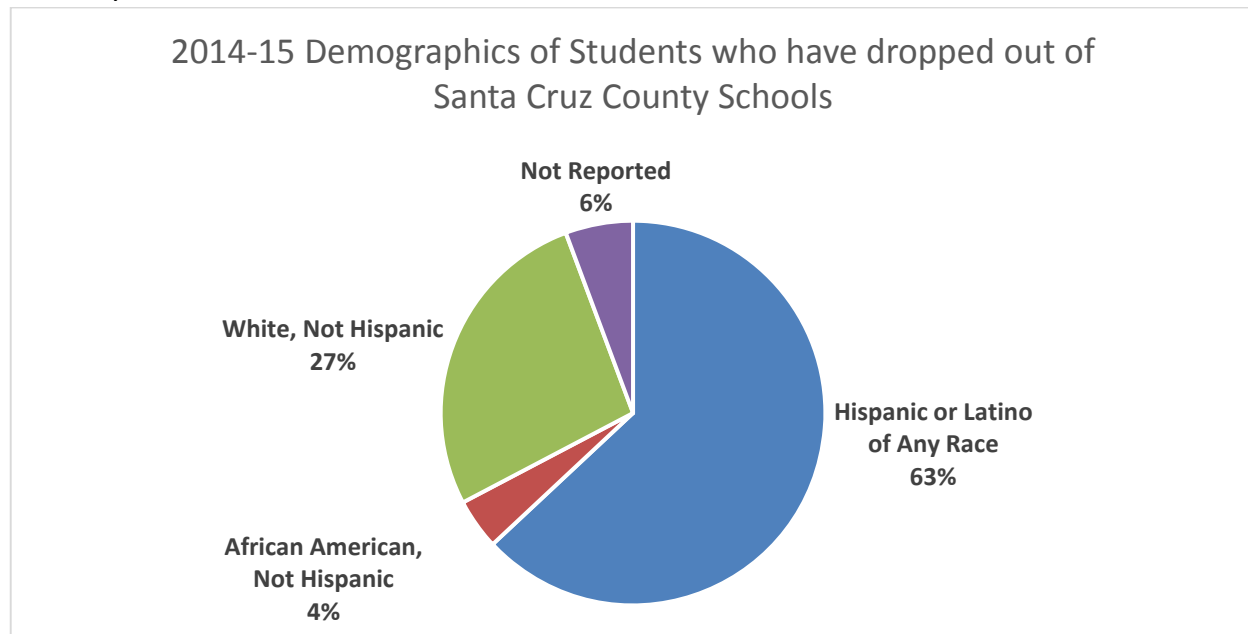
ELEMENT G: Means to Achieve a Reflective Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.*

Education Code Section 47605(b)(5)(G).

The CAC will be committed to serving a diverse student population. The charter school target ethnic balance will be determined by the data below which delineates the cohort demographics for the dropout population in Santa Cruz County.

Figure 3: Santa Cruz County and California 2014-15 reported drop-out student population by ethnicity.



CAC will recognize, that due to its unique partnerships, the county-wide geographic reach of its school sites, and its primary goal of serving students who have left or been unsuccessful in other public schools, its opportunities to affect the composition of its student body are limited. CAC will implement a student recruitment strategy that includes, but will not be necessarily limited to:

- An enrollment process that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The ongoing development of promotional and informational materials that appeal to various racial and ethnic groups. Advertising will be formatted in Spanish and English.

- The distribution of promotional and informational materials to a broad variety of community groups represented in the district.
- Encouraging WIOA training centers and other community partner organizations to increase community outreach efforts.
- Promotion of an online presence on the <http://www.santracruzcoe.org> website and social media platforms (Facebook, Twitter, etc.)
- CAC will strive to reflect a balanced representation of the student population in the communities in which it operates.

ELEMENT H: Admissions Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The County Superintendent of Schools shall determine all processes and procedures governing application, admission, and enrollment at Career Advancement Charter (CAC). All students attending CAC must follow the application, admission, and enrollment procedures.

The application packet for admission to CAC shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the CAC. The application packet shall include:

- CAC's Mission Statement and a summary of the school's education philosophy.
- A brief description of what charter schools are and how they differ from regular public schools.
- A CAC Personalized Learning Plan (PLP) to establish needed credits and guide student academic goals.
- An Independent Study's Master Agreement to be filled out by student at the time of enrollment. The agreement establishes the learning goals students must achieve for the term of the agreement and affirms students' commitment to achieve these goals.
- A description of CAC's education program including a school calendar; curriculum; enrichment and extracurricular programs, attendance expectations; grading, testing, and evaluation procedures; and graduation standards (exit outcomes).
- A copy of the Teacher/Student Behavior Contract listing of the rights and responsibilities of CAC teachers and students.
- Emergency information contact form.

Student Admissions Criteria, Preferences and Priorities

Assessments shall not be administered prior to acceptance or enrollment. All students will be considered for admission without regard to nationality, race or ethnicity, religion, sexual orientation, gender, gender identity, gender expression, disability, perceived disability or any other characteristic.

CAC shall admit all students who wish to attend the School, subject to space limitations. If the number of eligible students who wish to attend exceeds the school's capacity, attendance will be determined by a lottery. Preference shall be extended to pupils who reside within Santa Cruz County. The following category of eligible students shall be exempt from the lottery and may be admitted without participation in the lottery: Siblings of students admitted to or attending CAC who are also 17 years old and older and disengaged from school without having earned a high school diploma. Once the lottery is completed, all students not admitted shall be placed on a waiting list, which remains active for the balance of the academic year. In the event a vacancy occurs during the academic year, students on the waiting list will be offered admission in the order in which their names were drawn in the lottery

The order of admission of students at any time during a school year shall be based solely on the order of applicants on the admission priority list. Admission shall be based solely on a first-come first-served basis if CAC determines that space still exists after the admission priority list has been exhausted.

Conditions of Enrollment

To enroll in CAC, each student shall first:

- Attend an orientation
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations as required by public schools
- Provide a full roster of prior schools the student attended allowing CAC to access student's school records and test results

ELEMENT I: Financial Audits

Governing Law: *The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

An annual independent financial audit of the books and records of Career Advancement Charter (CAC) will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CAC will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures.

The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Santa Cruz County Superintendent of Schools will annually approve the selection of an independent auditor. The CAC Head Teacher/Principal will assist in the facilitation of the audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and approval by the State Controller on its published list as an educational audit provider.

The annual audit of the CAC Financial data shall be incorporated into the Santa Cruz County Office of Education's Audit. The Charter will work with the County Office staff to ensure timely and accurate information will be shared with the auditors to ensure the report will be timely and complete. The CAC will fully comply with Education Code and County Office policy and procedures to ensure there are no findings in the audit. The CAC-audited data shall be submitted to the State Controller and to the State Superintendent of Public Instruction by the 15th of December of each year. The Head Teacher/Principal, along with the audit committee, will review any audit exceptions or deficiencies and report to the Superintendent with recommendations on how to resolve them. The Superintendent will submit a report to the State and or the County Board of Education as appropriate describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Board along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this Charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law. The independent financial audit of CAC will be public record to be provided to the public upon request.

In addition, pursuant to Ed Code Section 47604.3, CAC will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records.

ELEMENT J: Pupil Suspension and Expulsion

This section should include a section for Suspension Procedures including conference, notice to parents/guardians and the expulsion process including hearing as well as provisions for suspension of students with disabilities. **Governing Law:** *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).*

Career Advancement Charter (CAC) will develop and maintain a comprehensive set of student discipline policies aligned with the Santa Cruz County Office of Education (SCCOE) Board Policy 5114. These policies will clearly describe the CAC's expectations regarding, among other things: attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each CAC student or parent/guardian of minor students will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies. Each adult student will also be required annually to verify that they have reviewed and understand the policies.

CAC's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. CAC will notify the Santa Cruz County Office of Education of any expulsions and will include suspension and expulsion data in its annual performance report.

Prior to suspension or expulsion, appropriate disciplinary steps will be taken. These steps may include, but will not be limited to, denial of privileges or access to activities. In certain cases, students may be allowed to continue limited independent studies while under suspension. Students, and in applicable cases, parents or guardians, will be informed of the reasons for any disciplinary action in writing and of their due process rights and appeal procedures.

In accordance with California Education Code 48900, a CAC student may be suspended from school or recommended for expulsion if the CAC Head Teacher/Principal or the County Superintendent of Schools determines that the student has committed any of the following acts while on school grounds or while going to or coming from school:

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self-defense.
- 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 will be concurred by the Head Teacher/Principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.

- Unlawfully offered, arranged, or negotiated to sell a controlled substance, 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault.
- 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.
- Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.

CAC acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It will be CAC's goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Suspension and Expulsion / Due Process: Students with Disabilities

Services During Expulsion

Any student with a disability who is expelled shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.121, 300.520)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Head Teacher/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. (Education Code 48902)

The Head Teacher/Principal or designee also 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 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the Head Teacher/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 Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

See APPENDIX 5 for Uniform Complaint Procedure and Board Policies

ELEMENT K: Staff Retirement System

Governing Law: *The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Career Advancement Charter (CAC) classified and certificated staff will reflect the contractually agreed upon salary and benefits schedules accorded to all other SCCOE staff members. The financial compensation for school employees will include a base salary that will be competitive with like jobs in other local public secondary schools.

Staff members of CAC will be employees of the Santa Cruz County Office of Education (SCCOE). As such, they will be covered by the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) in the same fashion as are all employees of the Superintendent. All employer contributions required by STRS, PERS, and Social Security, as applicable, will continue to be made by the Superintendent. The Superintendent also will continue to make contributions for workers' compensation insurance, unemployment insurance and any other employer payroll obligations. All established SCCOE policies and procedures for ensuring employee's due process rights, resolving complaints or grievances, and for staff recruitment, selection, evaluation, and termination will be followed. SCCOE Human Resources will be responsible for ensuring that all appropriate arrangements for the above actions are carried out.

ELEMENT L: Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend The Charter School. Education Code Section 47605(b)(5)(L).*

No pupil shall be required to attend Career Advancement Charter (CAC). Students who opt not to attend CAC may attend other district schools or adult schools, as allowed.

ELEMENT M: Description of Employee Rights

Governing Law: *A description of the rights of any employee of the school district upon leaving the employment of the school district to work in The Charter School, and of any rights of return to the school district after employment at The Charter School.*

Education Code Section 47605(b)(5)(M).

No public school employee shall be required to work at Career Advancement Charter (CAC). Any employee of the Santa Cruz County Office of Education (SCCOE) who chooses to leave their existing position at SCCOE to work at CAC shall have the right to apply for a transfer into any open position for which they are qualified and will follow the policies and procedures outlined in their bargaining unit MOU, including existing policies regarding sick/vacation leave, continuation of service credit, and other benefits as appropriate for their position.

Employees will be paid according to the appropriate SCCOE certificated or classified salary schedule for their position.

Employees shall be informed of their rights through the provision of the SCCOE Staff Handbook to all new hires. The SCCOE payroll department will be responsible for the payment of social security and applicable taxes for CAC employees.

Employees of a local educational agency who resign from employment to work at CAC and who later wish to return to a local educational agency shall be treated the same as any other former employee seeking reemployment in accordance with the local educational agency policy, applicable law, and applicable collective bargaining agreements. The CAC shall not have any authority to confer any rights of return on a local educational agency's employees.

See Appendix 6 for Bargaining Unit Agreements

ELEMENT N: Dispute Resolution Process

Governing Law: *The procedures to be followed by The Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

The Career Advancement Charter (CAC) and the Santa Cruz County Office of Education (SCCOE) will agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Dispute Resolution

The intent of this dispute resolution process will be to (1) ensure a fair and timely resolution to disputes, (2) minimize the oversight burden on the Santa Cruz County Board of Education, and (3) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. CAC and the Santa Cruz County Board of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

If a dispute arises between the Santa Cruz County Board of Education, as granting entity, and CAC relating to provisions of this Charter, the following procedures will be followed: The President of the Santa Cruz County Board of Education and the CAC, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the Santa Cruz County Board of Education to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

Internal Dispute

Issues between students, teachers, parents/caregivers, applicant families, volunteers, advisors, workforce partners, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Head Teacher/Principal will be responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Santa Cruz County Deputy Superintendent or designee will be the appellate body.

Except for those matters to which the Parties mutually agree pursuant to Education Code Section 47611.5, any dispute related to the provisions of CAC shall be resolved as follows:

Uniform Complaints

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid program, career technical and technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures utilized by the Santa Cruz County Office of Education

For disputes involving employees, the Head Teacher/Principal of CAC and the Santa Cruz County Deputy Superintendent shall meet with the CAC employee representative to discuss any issue or disagreement related to one or more CAC employees. After a full discussion of any such issue, the Deputy Superintendent or his/her designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue. Santa Cruz County Office of Education (5 CCR Section 4600)

Employee Issues

Oversight, Reporting, and Revocation

The SCCOE may inspect or observe any part of the school at any time. The inspection, observation, monitoring, and oversight activities shall be performed by SCCOE. If the Santa Cruz County Board of Education believes it has cause to revoke this charter, the Board agrees to notify CAC in writing, noting the specific reasons for which the charter may be revoked, and grant CAC reasonable time to respond to the notice and take appropriate corrective action.

Other Issues

In all other matters, any disagreement not resolved by the Head Teacher/Principal and the Santa Cruz County Deputy Superintendent, may be appealed to the Santa Cruz County Superintendent of Schools or designee through a formal written statement. After a full discussion of any such issues with the complaining party and the Deputy Superintendent, the County Superintendent or designee shall have ten (10) working days to render a final and binding written decision setting forth the resolution of the issue.

See APPENDIX 5 for Board Policies and Uniform Complaint Procedures

ELEMENT O: Labor Relations

Governing Law: *A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Career Advancement Charter (CAC) will be a dependent charter school of the Santa Cruz County Office of Education (SCCOE). As such, all employees will be considered the exclusive employees of the SCCOE for the purposes of the Education Employment Relations Act (EERA), unless otherwise mutually agreed in writing. Applicable leave balances shall be transferred with the employee as per SCCOE policy. Years of service credit will be approved by the Superintendent and will follow applicable SCCOE collective bargaining unit agreements. Employment by CAC will provide rights to employees as outlined in the applicable collective bargaining agreement. CAC shall comply with the EERA.

ELEMENT P: Closure of Charter School

Governing Law: *A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).*

Documentation of Closure Action

The decision to close Career Advancement Charter (CAC), for any reason, will be documented by an official action of the Santa Cruz County Board of Education in accordance with applicable law. The action will identify the reason for the school's closure. The County Superintendent of Schools or his designee will act as the designated entity responsible to conduct closure-related activities. All required records, including a list of students in each grade level and the classes they have completed, together with information on the students' district of residence, if applicable, will be provided to the Superintendent or his designee. All pupil records, state assessment results, and any special education records will be maintained by the Superintendent, as required by law, except for records and/or assessment results that the law may require to be transferred to a different entity.

If feasible to do so, while still maintaining a viable and appropriate educational program, charter school closure will occur at the end of an academic year. Mid-year school closures will be avoided if possible, and the charter school and charter authorizer will work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

CAC will provide advance notice to the Santa Cruz County Board of Education, involved community members and partners, students, teachers, independent contractors, and community of any consideration for Board action of school closure of at least nine months prior to any action, unless unfeasible to do so.

Notification to the California Department of Education, SELPA, and State Board of Education

CAC will send a notice of the school closure to the Charter Schools Unit at the California Department of Education, and the State Board of Education. The notification will include the following information:

- Charter school name, charter number, and CDS code
- Date of closure action
- The name(s) and contact person(s) for information regarding closure

- The pupils' districts of residence, if applicable; and
- The manner in which a student may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Notification to Parents and Students

Students of CAC will be notified as soon as possible when it appears school closure may be imminent. The notification will include information on assistance in transferring the student to another appropriate school, and a process for the transfer of all student records.

Students will be provided with a packet of student information that may include the closure notice, grade reports, discipline records, immunization records, completed courses and credits that meet graduation requirements and college entrance requirements, etc. that will facilitate transfer to another school, if appropriate for the student.

CAC will communicate with parents of adult students only under written permission of the student.

Notification to Receiving Districts

CAC will notify any school district that may be responsible for providing education services to former students so the receiving district(s) will be prepared to assist in facilitating student transfers.

Student and School Records Retention and Transfer

CAC will have a process for the timely transfer of student records to the students' district of enrollment or other school to which the student will transfer. CAC will assist students in the transfer to other appropriate schools and facilitate the transfer of all student records.

Financial Close-Out

CAC will commence an independent audit as soon as practicable, or at least within 60 days after the closure of the school, which may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the school. The assessment will include an accounting of all the school's assets, including cash and accounts receivable and an inventory of property, equipment receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit may be considered a liability of CAC.

In addition to a final audit, CAC will submit any required year-end financial reports to the California Department of Education, the Santa Cruz County Board of Education, and the County Superintendent of Schools in the form and within the time-frame required.

These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit, CAC administration and the Superintendent will develop a plan for the repayment of any liabilities in conformity with the Suggested Process for Charter School Closures (11/19/01), published by the California Department of Education.

Any net assets remaining after all debts and liabilities of charter school (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be returned to the SCCOE.

FINANCIAL DETAILS

1. Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The Career Advancement Charter (CAC) will ensure that it operates using a sound financial model.

In Appendix 7, please find the following documentation:

- Budget assumptions
- A projected first-year budget including startup costs and cash flow
- Financial projections for the first three years of operation

These documents are based upon the best data available to the CAC petitioners at this time, including the most recent financial projections under the Local Control Funding Formula.

Enrollment Assumptions	2017-18			2018-19			2019-20 2020-21 2021-22		
	RT/Jail	Seq	Total	RT/Jail/BI	Seq/NB/CAB	Total	RT/Jail/BI	Seq/NB/CAB	Total
Enrollment	43	42	85	43	84	127	43	168	211
ADA %	66%	66%		66%	66%		66%	66%	
Total ADA	28.38	27.72	56.1	28.38	55.44	83.82	28.38	110.88	139.26
RT=Rountree Facility, Jail=Main Jail Facility, BI=Blain, Seq=Sequoia School, CAB=Cabrillo, NB=Natural Bridges School									

The budget takes into the following costs for 2017-18:

Cost of Salaries and benefits for 2017-18

Certificated Salaries	
Certificated Teachers (2 FTE)	\$144,000
Certificated supervisors/Admin	\$6,340
Classified Salaries	
Instruction Aides (.5 FTE)	\$18,025
Clerical and Office Salaries (.5 FTE)	\$18,025
Employee Benefits	
STRS	\$21,694
PERS	\$5,696
OASDI/Medicare Alternative	\$14,259
Health and Welfare	\$62,370
Unemployment	\$93
Workers Compensation	\$3,401
OPEB	\$5,592
Total	\$299,494

Additional Expenditures for 2017-18 also include the following items:

Category	Item	Budgeted
Professional Development	Mileage Reimbursement: to reimburse staff who travel	\$600
	Professional Development	\$750
Business services	Annual Audit Costs	\$9,000
	Business Management Expenses	\$5,000
	Payroll fee	\$5,000
	Oversight fee (1% of LCFF Revenue)	\$3,858
Instructional Materials	Office/Class supplies	\$3,000
	Extra supplies for Culinary & Construction classes	\$9,600
	Text Books	\$2,465
	Chrome Books (30 at \$270 each)	\$8,100
	Laptops	\$4,500
	Printer	\$800
Facilities	Rent (includes utilities, phone, copy machine)	\$20,000
Total		\$72,673

The student enrollment projections will result in revenues of \$530,044.00 and expenditures of \$432,220.00. This will result in a budget surplus of \$97,824.00. In the second year, we anticipate \$806,536.00 in funding, \$702,397.00 in expenditures, leaving a surplus of \$104,139.00.

In its third year, CAC projects to receive \$1,371,653.00 in funding and expend \$1,243,253.00, leaving a surplus of \$128,400.00.

Fund Balance	2017-18	2018-19	2019-20
NET INCREASE (DECREASE) INFUND BALANCE	\$97,824	\$104,139	\$128,400

These funding projections are based almost solely on funding from ADA (at a conservative calculation of 66% of enrollment). The charter will also pursue funding from other sources, such as Charter startup grants and AB109 funding for incarcerated students.

See APPENDIX 7 for Budget Assumptions, Multi-Year Projection, and Cash-Flow Analysis,

CAC shall provide reports to the Santa Cruz County Office of Education (SCCOE) as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the SCCOE:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CAC's annual, independent financial audit report for the preceding fiscal year shall be delivered to the SCCOE, State Controller, State Department of Education and the Santa Cruz County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the SCCOE shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

CAC will provide reporting to the SCCOE as required by law and as requested by the SCCOE including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

CAC agrees to and submits to the right of the SCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CAC shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SCCOE.

Oversight

Pursuant to California law, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the SCCOE may charge for the actual costs of supervisorial oversight of CAC not to exceed one (1) percent of the revenue of CAC. The SCCOE may charge up to three (3) percent of the revenue of CAC if CAC is able to obtain substantially rent free facilities from the County. Pursuant to Education Code Section 47613(f), "revenue of CAC" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

1. *Audit and Inspection of Records*

CAC will agree to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter school will be subject to oversight by SCCOE.
- The SCCOE's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of CAC.
- The Santa Cruz Board of Education will be authorized to revoke this charter for, among other reasons, the failure of CAC to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the SCCOE hereby reserves the right, pursuant to its oversight responsibility, to audit charter school books, records, data, processes and procedures through the County Office of the Inspector General or other means. The audit may include, but will not be limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- The school's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- The school's enrollment process.
- Compliance with safety plans and procedures.
- Compliance with applicable grant requirements.

CAC will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days' notice to CAC. When 30 days' notice may defeat the purpose of the audit, the SCCOE may conduct the audit upon 24 hours' notice.

In addition, if the county receives an allegation of waste or fraud or abuse related to CAC's operation, CAC will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigation Unit.

Annual Performance Audit

CAC agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Annual performance audits shall include the following:

- Review of each component of Initial/Renewal Charter Petition for compliance
- Analysis of whether goals are being met; review of all state and federal student assessment data and reports
- Summary of major decisions made/policies established by the board in each year
- Data on level of parent involvement in governance and operation of the school
- Summary data from annual student/parent satisfaction survey
- Data regarding number of staff, their qualifications and verification of credentials
- Copy of health/safety procedures and summary of any major changes
- Determination of the suitability of the facility in terms of health and safety
- Determination of the suitability of the facility in terms of educational utility

- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.)
- Overview of admission practices
- Number of students actually enrolled
- Waiting lists
- Expulsions and suspensions
- Review of any internal/external dispute resolutions
- Site visit by SCCOE, or designee, including observation of the instructional program

2. *Financial Reporting*

CAC will draft a complete set of fiscal control policies and procedures for the Charter's operation. CAC shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

3. *Insurance*

As a dependent charter of the SCCOE, CAC shall either acquire or finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, or be added to the appropriate policies of the SCCOE. Coverage amounts will be based on recommendations provided by insurer.

Toward this end and during the initial term of this charter, CAC shall pay for and maintain in full force and effect with an insurance company or companies admitted by the California Insurance Commissioner to do business in the State of California, the following policies of insurance:

- COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
- WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

The Santa Cruz County Board of Education shall be named as an additional insured on all policies of CAC. Prior to opening, CAC will provide evidence of the above insurance coverage to the County.

As a dependent charter, these provisions may be met by existing SCCOE insurance provisions. To the extent appropriate, the SCCOE may provide the coverages required or add CAC as an insured school under existing policies.

4. *Administrative Services*

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Any charter-requested services from the SCCOE will be by mutual agreement in a separate written agreement. Mutually agreed upon fees, if any, must be in place prior to the charter-requested service. CAC will establish a competitive bid process balancing quality and price to outsource any of the services not handled through the agreement with the SCCOE.

Subject to availability, CAC may request SCCOE services including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services
- Fingerprinting and criminal record processing
- Processing of emergency credentials
- Bilingual fluency testing
- Non-stock requisition processing
- Rubbish disposal
- District purchasing contracts
- Environmental health/safety consultation

- Field trip transportation
- School mail
- Student information system
- Food services
- Risk management; and
- Attendance accounting.

Pursuant to Education Code Section 47604.32, the SCCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, CAC shall pay the SCCOE an oversight fee of up to 1% of revenue in accordance with Education Code Section 47613.

5. *Transportation*

Because CAC will be a school of choice serving youth aged 17 and older, it will be the responsibility of students themselves or parents/guardians, as appropriate, to provide transportation to and from the school. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

CAC will be committed to ensure students from across Santa Cruz are able to access its program. For this reason, CAC will explore a variety of public and private transportation options to ensure students are supported in their attendance at our school.

6. Attendance Accounting

CAC will implement an attendance recording and accounting system to ensure contemporaneous record keeping which complies with state law. CAC shall report daily attendance requirements to SCCOE in a format acceptable to the County and State. Required reports regarding daily attendance shall be completed and submitted to requesting agencies.

7. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by/as a non-profit public benefit corporation shall not be liable for the debts or obligations of CAC or for claims arising from the performance of acts, errors or omissions by CAC if the authority has complied with all oversight responsibilities required by law. CAC shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the SCCOE shall not be liable for the operation of CAC.

Further, CAC and the SCCOE shall enter into a memorandum of understanding, wherein CAC shall indemnify the SCCOE for the actions of CAC under this charter.

The corporate bylaws of CAC shall provide for indemnification of the CAC Board, officers, agents, and employees, and CAC will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the SCCOE and CAC's insurance company for schools of similar size, location, and student population. The SCCOE shall be named an additional insured on the general liability insurance of CAC.

The CAC Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

8. Meaningfully Interested Parties

In keeping with California Education Code 4605(a)(1)(B), CAC has gathered the requisite signatures of teachers who are meaningfully interested in teaching at the school.

See Appendix 8 for requisite signatures of teachers and other staff who are meaningfully interested in teaching at the school.

9. Notice to Local School Districts

Pursuant to Education Code Section 47605.6(a) (1)(A)-(B), CAC has notified all Santa Cruz County school districts that it is petitioning the SCCOE to operate a county-wide dependent charter school.

See Appendix 9 for evidence of School district notification

CONCLUSION

By approving this petition for the establishment of the Career Advancement Charter (CAC), the Santa Cruz County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional encourage the creation of charter schools. As asserted in the Charter school's mission, we are committed to offering the youth of Santa Cruz County a premier program to obtain a high school diploma with opportunities to acquire academic and technical skills that will lead to college and career readiness.

The CAC petitioners pledge to work cooperatively with the SCCOE to answer any concerns concerning this petition and to present the strongest possible proposal requesting a five year term to begin operation in August 1, 2017. Upon the granting of this charter, CAC will provide written notice of the approval and a copy of the petition to the California Department of Education and the State Board of Education

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Resolution #18-13 to approve amending the Santa Cruz County Career Advancement Charter School Charter.

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Adopt Resolution #18-13.

PREVIOUS STAFF/BOARD ACTION:

Original Charter approved June 15, 2017.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

The Board approved the original charter for the Santa Cruz County Career Advancement Charter School on June 15, 2017. Material changes to the Charter must also be presented to the Santa Cruz County Board of Education for approval. The County Office of Education is requesting the Board to approve an amendment to the Charter to allow for two additional educational sites.

FISCAL IMPLICATIONS:

None

CONTACT PERSONS(S)

Faris Sabbah, Deputy Superintendent

RESOLUTION # 18-13**APPROVING THE MATERIAL REVISION TO THE CHARTER PETITION
FOR THE SANTA CRUZ COUNTY CAREER ADVANCEMENT CHARTER**

WHEREAS, the approval of a material revision to an existing charter petition is governed by the standards and criteria set forth in Education Code section 47605 and implementing Title 5 of the California Code of Regulations;

WHEREAS, the County Board of Education, received the proposed material revision to the originally submitted petition (“Petition”) for the Santa Cruz County Board of Education (“Charter School”), and the revision principally consists of adding two new locations for the delivery of service: Cabrillo College and the Blaine Street Facility

WHEREAS, consistent with Education Code section 47605 subdivision (b), at a meeting on September 20, 2018, a public hearing was held on the material revisions to the Petition;

WHEREAS, Education Code section 47605 subdivision (b) prohibits the Governing Board from denying a material revision to a charter petition unless it makes factual findings, specific to the particular charter school, setting forth facts to support one or more findings, under Education Code section 47605 subdivision (b); and

WHEREAS, the County Office of Education has prepared and submitted to the Governing Board a report of its review of the material revision to the Petition and related findings attached to this Resolution as Exhibit A, and the Administration recommends approval of the material revision to the Petition.

THEREFORE BE IT RESOLVED, that the Santa Cruz County Board of Education adopts the findings of fact contained in the Administration’s report attached as Exhibit A, and approves the requested material revision to the Petition originally approved on June 15, 2017.

BE IT FURTHER RESOLVED the term of the charter will remain until June 30, 2022.

Resolution #18-13
Approving the Material Revision to the Charter Petition
for the Santa Cruz County Career Advancement Charter School
Page 2

PASSED AND ADOPTED by the Santa Cruz County Board of Education on this 20th day of
September 2018 by the following vote:

AYES:
NAYS:
ABSTAIN:
ABSENT:

Bruce Van Allen, President
Santa Cruz County Board of Education

Michael Watkins, Secretary
Santa Cruz County Superintendent of Schools

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Resolution #18-14 to endorse Measure H – Santa Cruz County Housing Solutions Bond.

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Adopt Resolution #18-14

PREVIOUS STAFF/BOARD ACTION:

None.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Measure H will provide \$119 million to the local jurisdictions of Santa Cruz County to create affordable housing opportunities for our local residents (many with children in our local schools) and workers. In addition, Measure H will provide \$21 million for the creation of facilities to address homelessness countywide.

FISCAL IMPLICATIONS:

None

CONTACT PERSONS(S)

Jane Barr, Trustee, Santa Cruz County Board of Education

RESOLUTION #18-14**RESOLUTION IN SUPPORT OF MEASURE H
THE SANTA CRUZ COUNTY HOUSING SOLUTIONS BOND**

WHEREAS, the affordable housing crisis in our county is well-documented and has been reported in local and national media for many months; the crisis continues unabated.

WHEREAS, the families of many students in our local schools have been directly impacted by the housing crisis. The high level of homelessness among local students is just one of many results of the housing crisis. Both homelessness and overcrowding affect student performance.

WHEREAS, teachers and other school employees are also impacted by the crisis. This results in very high stress for employees and recruitment and retention challenges for local districts.

WHEREAS, the primary source of affordable housing funds for past affordable housing development from local governments no longer exists due to the State's action to end the Redevelopment program.

WHEREAS, the Santa Cruz County Board of Supervisors voted unanimously to place the "Santa Cruz County Housing Solutions Bond", now known as "Measure H.", on the November ballot. (This housing bond is now known as "Measure H.")

WHEREAS, if adopted by the voters, Measure H will provide \$119 million to the local jurisdictions of Santa Cruz County to create affordable housing opportunities for our local residents and workers. In addition, Measure H will also provide \$21 million for the creation of facilities to address homelessness countywide.

WHEREAS, the passage of Measure H will help thousands of Santa Cruz County residents, including many with children in our local schools, as it creates new affordable rental housing.

NOW THEREFORE, BE IT RESOLVED, that the Santa Cruz County Board of Education endorses Measure H and urges members of the education community of Santa Cruz County to support Measure H on the November 2018 election ballot.

Resolution #18-14

Measure H

Page 2

PASSED and ADOPTED by the Santa Cruz County Board of Education on this 20th day of September 2018 by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Bruce Van Allen, President
Santa Cruz County Board of Education

Michael Watkins, Secretary
Santa Cruz County Superintendent of Schools

Educational Leaders Please Pass Climate Action Resolutions to Protect Students



Schools for Climate Action started this petition to California State Superintendent of Schools Tom Torlakson and 6 others. Our Congress needs help doing the right thing on climate change. Continued Congressional inaction on climate change harms kids and future generations. Educational leaders from across the country can speak with one, non-partisan voice to help break the logjam on commonsense national climate policy in DC. Twenty-four local school boards in California, Colorado, and New York have led the way by passing climate action resolutions. Here are some examples: Sonoma COE, Albany (CA) USD, Harmony USD, San Lorenzo USD, Tamalpais UHSD.

The educational leaders addressed in this petition represent school districts and school board members in 14,000 school districts across the nation. These educational leaders have been true champions for children and for educational equity for many years. They likely already privately believe that climate change is an unfair burden to pass on to young people and that Congress should find a bipartisan solution to limit the harm.

By signing this petition, you can help these educational leaders articulate this private belief publicly---in a climate action resolution. Were any of the 3 organizations (California State Board of Education, the California School Boards Association, and the National School Boards Association) to pass their own climate action resolution, likely hundreds or thousands of local school boards would follow their lead. We have spoken to members of Congress who feel certain this would help move Congress to act on climate. Educators know the climate harm young people will face and now have a tool to help lessen the harm.

The educational sector, more than any other sector, has standing to speak up in a non-partisan way for climate justice. We stand at the interface between the generations. Our mission---to help kids create great future outcomes for themselves---and our institutional integrity is directly threatened by national climate inaction and our silence about it. No educator or educational leader needs to be a silent witness to the generational justice issue created by national climate inaction. By signing this petition, you can help the educational sector speak up for climate justice.

Please leave a comment with notes about your school stakeholder status (parent of school kids, grandparent, teacher, administrator, school board member, student, community member, etc.). Please share widely. Thank you so much for your time.

SUPERINTENDENT’S RECOMMENDATION FOR BOARD ACTION

SUBJECT:

Resolution #18-15 to prepare students to be aware of climate change.

DEPARTMENT/PROGRAM:

Administration

ACTION REQUESTED:

Adopt Resolution #18-15.

PREVIOUS STAFF/BOARD ACTION:

None.

BACKGROUND INFORMATION AND/OR STATEMENT OF NEED:

Children represent a particularly vulnerable group in our society due to climate change; therefore we need to ensure that all of our Santa Cruz County students receive education and actionable solutions to engage in addressing climate change now and in their future.

FISCAL IMPLICATIONS:

None

CONTACT PERSONS(S)

Michael Watkins, Superintendent

RESOLUTION #18-15**CLIMATE CHANGE**

WHEREAS, we believe it is important for us to advocate for climate action to curtail one of the greatest threats facing communities throughout the world; and,

WHEREAS, we believe that climate change should be neither a partisan nor political issue and that policies should be guided by the best available science; and,

WHEREAS, there is broad scientific consensus among climate scientists that human activities contributing to increases in greenhouse gas emissions are the dominant cause in climate change; and,

WHEREAS, children represent a particularly vulnerable group because greenhouse gases emitted in the atmosphere will accumulate over the coming decades and will profoundly impact today's children, throughout their lives as well as the lives of future generations; and

WHEREAS, the Santa Cruz County Board of Education recognizes climate change as a children's issue; and,

WHEREAS, the global impact, urgency and magnitude of the challenge of addressing climate change calls for leadership in all sectors of society, all institutions and all elected leaders; and,

WHEREAS, we work to ensure that all Santa Cruz County students graduate as "globally-minded citizens"; and,

WHEREAS, the Santa Cruz County Board of Education has a responsibility to minimize its greenhouse gas emissions, demonstrate leadership, and provide education and actionable solutions that children can engage in to address climate change; and,

LET IT THEREFORE BE RESOLVED THAT, the Santa Cruz County Board of Education shall prepare students to be aware of the correlation of climate change and certain human activities as expressed in the Next Generation Science Standards.

PASSED and ADOPTED by the Santa Cruz County Board of Education on this 20th day of September 2018 by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

Bruce Van Allen, President
Santa Cruz County Board of Education

Michael Watkins, Secretary
Santa Cruz County Superintendent of Schools



**BOARD OF
EDUCATION**
Ms. Jane Royer Barr
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Dana M. Sales
Mr. Abel Sanchez
Mr. Bruce Van Allen

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 •

To: Michael C. Watkins, Santa Cruz County Office of Education, Superintendent
Santa Cruz County Office of Education Board of Trustees

From: Mary Hart, Deputy Superintendent, Business *MH*

Date: September 20, 2018

Item: Unaudited Actuals for 2017-18

OVERVIEW:

Attached is the Santa Cruz County Office of Education's 2017-18 Unaudited Actuals. The documents reflect the Revenue and Expenditures that are recorded in the County financials for the past year. In June we brought to the Board Estimated Actuals (Estimated Revenues and Expenditures) for the 2017-18 fiscal year. In addition, the 2018-19 projections have been included listing the actual fiscal year beginning balance after closing 2017-18.

Comparing Estimated Actuals to Unaudited Actuals, the change in expenditures is less than 1% lower at Unaudited Actuals than at Estimated Actuals. For the same period, revenues are nearly 4% higher at Unaudited Actuals than at Estimated Actuals. The revenue swing is primarily due to a, greater than anticipated, receipt of the School Based Medi-Cal Administrative Activities pass-thru funds. The overall (unrestricted) change is an increase in fund balance of \$1.7 million and an increase in our restricted fund balance of \$433,042.

Over the past couple of years we have made several financial decisions to ensure we remain financial secure in our future. These changes include the changes involved in the New Teacher Project (NTP) funding, Career Technical Education Partnership/Regional Occupation Program. Our budget and multi-year projections include the recently settled salary negotiations, Step/Column increases, STRS and PERS increases as well as Health and Welfare and any adjustments known for one time expenditures.

The attached documents are reflecting our 2017-18 Unaudited Actuals, our 2018-19 current working budget as well as 2019-20 and 2020-21 projections.

As the current year budget is a fluid document we will make adjustments as needed throughout the year and present them to the Board.

Prepared by: Mary Hart (Deputy, Superintendent, Business), Rebecca Olker (Director, Fiscal Services) and Staff.

Unaudited Actuals
FINANCIAL REPORTS
2017-18 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
ESMOE	Every Student Succeeds Act (ESSA) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2019-20 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption. Adjusted Appropriations Limit Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7907 and EC 1629.	\$4,599,547.91
		\$11,581,552.99
		\$11,581,552.99
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2019-20, subject to CDE approval.	9.80%

UNAUDITED ACTUAL FINANCIAL REPORT:

To the Superintendent of Public Instruction:

2017-18 UNAUDITED ACTUAL FINANCIAL REPORT. This report is hereby prepared and filed by the County Superintendent of Schools pursuant to Education Code sections 41010 and 1628.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Rebecca Olker
Name
Director, Fiscal Services
Title
831-466-5630
Telephone
rolker@santacruzcoe.org
E-mail Address

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	20,076,507.40	7,032,014.00	27,108,521.40	20,259,590.00	6,983,333.00	27,242,923.00	0.5%
2) Federal Revenue		8100-8299	8,179,760.14	1,089,657.36	9,269,417.50	6,155,000.00	1,250,876.00	7,405,876.00	-20.1%
3) Other State Revenue		8300-8599	427,690.87	3,974,441.83	4,402,132.70	576,958.69	7,355,067.44	7,932,026.13	80.2%
4) Other Local Revenue		8600-8799	4,327,794.98	8,630,974.93	12,958,769.91	4,610,704.75	7,424,222.02	12,034,926.77	-7.1%
5) TOTAL, REVENUES			33,011,753.39	20,727,088.12	53,738,841.51	31,602,253.44	23,013,498.46	54,615,751.90	1.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	5,990,360.54	4,456,722.09	10,447,082.63	5,995,234.22	4,962,837.05	10,958,071.27	4.9%
2) Classified Salaries		2000-2999	6,225,509.37	4,843,517.20	11,069,026.57	6,160,554.36	5,061,011.04	11,221,565.40	1.4%
3) Employee Benefits		3000-3999	5,999,541.52	5,733,834.30	11,733,375.82	6,066,497.59	6,162,594.63	12,229,092.22	4.2%
4) Books and Supplies		4000-4999	497,638.44	477,222.56	974,861.00	1,114,596.80	2,233,210.92	3,347,807.72	243.4%
5) Services and Other Operating Expenditures		5000-5999	3,172,654.59	4,514,443.17	7,687,097.76	4,350,031.27	5,199,338.32	9,549,369.59	24.2%
6) Capital Outlay		6000-6999	91,627.00	0.00	91,627.00	680,400.00	17,715.00	698,115.00	661.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	7,575,977.37	609,092.07	8,185,069.44	6,374,756.00	250,000.00	6,624,756.00	-19.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,093,171.44)	1,026,789.02	(66,382.42)	(1,351,792.74)	1,279,586.74	(72,206.00)	8.8%
9) TOTAL, EXPENDITURES			28,460,137.39	21,661,620.41	50,121,757.80	29,390,277.50	25,166,293.70	54,556,571.20	8.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			4,551,616.00	(934,532.29)	3,617,083.71	2,211,975.94	(2,152,795.24)	59,180.70	-98.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	62,955.06	0.00	62,955.06	45,000.00	0.00	45,000.00	-28.5%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,150,396.18)	1,150,396.18	0.00	(1,392,207.05)	1,392,207.05	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,213,351.24)	1,150,396.18	(62,955.06)	(1,437,207.05)	1,392,207.05	(45,000.00)	-28.5%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,338,264.76	215,863.89	3,554,128.65	774,768.89	(760,588.19)	14,180.70	-99.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	18,663,585.25	2,503,306.40	21,166,891.65	22,001,850.01	2,719,170.29	24,721,020.30	16.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,663,585.25	2,503,306.40	21,166,891.65	22,001,850.01	2,719,170.29	24,721,020.30	16.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,663,585.25	2,503,306.40	21,166,891.65	22,001,850.01	2,719,170.29	24,721,020.30	16.8%
2) Ending Balance, June 30 (E + F1e)			22,001,850.01	2,719,170.29	24,721,020.30	22,776,618.90	1,958,582.10	24,735,201.00	0.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	2,800.00	0.00	2,800.00	2,800.00	0.00	2,800.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	60,000.00	0.00	60,000.00	60,000.00	0.00	60,000.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,719,170.29	2,719,170.29	0.00	1,958,582.10	1,958,582.10	-28.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	1,200,000.00	0.00	1,200,000.00	1,200,000.00	0.00	1,200,000.00	0.0%
COP	0000	9760	1,200,000.00		1,200,000.00				
COP	0000	9760				1,200,000.00		1,200,000.00	
d) Assigned									
Other Assignments		9780	20,739,050.01	0.00	20,739,050.01	21,513,818.90	0.00	21,513,818.90	3.7%
Small Districts	0000	9780	1,835.84		1,835.84				
SMAA Administration	0000	9780	1,234,743.26		1,234,743.26				
Mandate Cost Program	0000	9780	1,787,520.32		1,787,520.32				
Safety Program	0000	9780	67,680.77		67,680.77				
Education and Administrative Operations	0000	9780	14,194,379.81		14,194,379.81				
SMAA Programs	0000	9780	468,874.26		468,874.26				
Special Projects	0000	9780	200,000.00		200,000.00				
Deferred Maintenance	0000	9780	1,405,327.75		1,405,327.75				
Alternative Education	0000	9780	530,758.39		530,758.39				
Classified Credential Grant	0000	9780	126,415.43		126,415.43				
LCAP Oversight	0000	9780	38,109.02		38,109.02				
Lottery	1100	9780	683,405.16		683,405.16				
Small Districts	0000	9780				1,835.84		1,835.84	
SMAA Administration	0000	9780				1,364,340.31		1,364,340.31	
Mandate Cost Program	0000	9780				1,725,705.32		1,725,705.32	
Safety Program	0000	9780				67,680.77		67,680.77	
Education and Administrative Operations	0000	9780				15,649,603.68		15,649,603.68	
SMAA Programs	0000	9780				351,993.26		351,993.26	
Special Projects	0000	9780				270,466.68		270,466.68	
Deferred Maintenance	0000	9780				1,028,071.75		1,028,071.75	
Alternative Education	0000	9780				446,178.10		446,178.10	
LCAP Oversight	0000	9780				2,219.08		2,219.08	
Lottery	1100	9780				605,724.11		605,724.11	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	523,021.00	765,276.00	46.3%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	48,551.55	28,372.00	-41.6%
4) Other Local Revenue		8600-8799	1,471.82	0.00	-100.0%
5) TOTAL, REVENUES			573,044.37	793,648.00	38.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	154,925.44	359,102.11	131.8%
2) Classified Salaries		2000-2999	0.00	82,644.64	New
3) Employee Benefits		3000-3999	53,701.99	141,703.48	163.9%
4) Books and Supplies		4000-4999	2,500.06	39,260.00	1470.4%
5) Services and Other Operating Expenditures		5000-5999	80,034.00	101,000.00	26.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	12,665.00	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			291,161.49	736,375.23	152.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			281,882.88	57,272.77	-79.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			281,882.88	57,272.77	-79.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	281,882.88	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	281,882.88	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	281,882.88	New
2) Ending Balance, June 30 (E + F1e)			281,882.88	339,155.65	20.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	38,954.55	38,954.55	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	242,928.33	300,201.10	23.6%
Career Advancement Charter Education & A	0000	9780	242,928.33		
Career Advancement Charter Operations	0000	9780		283,437.10	
Education Protection Account Salaries	1400	9780		16,764.00	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	981,160.75	3,601,161.00	267.0%
3) Other State Revenue		8300-8599	5,026,930.20	5,072,842.00	0.9%
4) Other Local Revenue		8600-8799	24,106.74	0.00	-100.0%
5) TOTAL, REVENUES			6,032,197.69	8,674,003.00	43.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	6,106,315.99	8,674,003.00	42.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,106,315.99	8,674,003.00	42.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(74,118.30)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(74,118.30)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	600,000.56	525,882.26	-12.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			600,000.56	525,882.26	-12.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			600,000.56	525,882.26	-12.4%
2) Ending Balance, June 30 (E + F1e)			525,882.26	525,882.26	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	525,882.26	525,882.26	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	236,295.55	234,960.00	-0.6%
3) Other State Revenue		8300-8599	616,415.29	624,016.00	1.2%
4) Other Local Revenue		8600-8799	104,389.54	159,625.00	52.9%
5) TOTAL, REVENUES			957,100.38	1,018,601.00	6.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	327,148.08	302,604.82	-7.5%
3) Employee Benefits		3000-3999	181,603.59	187,788.88	3.4%
4) Books and Supplies		4000-4999	31,276.93	55,628.48	77.9%
5) Services and Other Operating Expenditures		5000-5999	386,265.80	408,260.05	5.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	62,620.15	67,583.00	7.9%
9) TOTAL, EXPENDITURES			988,914.55	1,021,865.23	3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(31,814.17)	(3,264.23)	-89.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	29,100.65	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			29,100.65	0.00	-100.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,713.52)	(3,264.23)	20.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	25,592.51	22,878.99	-10.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			25,592.51	22,878.99	-10.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			25,592.51	22,878.99	-10.6%
2) Ending Balance, June 30 (E + F1e)			22,878.99	19,614.76	-14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	20,718.69	17,454.46	-15.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,160.34	2,160.34	0.0%
Child Development Program	0000	9780	2,160.34		
Child Development Department	0000	9780		2,160.34	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(0.04)	(0.04)	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	31,498.80	40,969.00	30.1%
3) Other State Revenue		8300-8599	1,999.98	4,000.00	100.0%
4) Other Local Revenue		8600-8799	976.26	100.00	-89.8%
5) TOTAL, REVENUES			34,475.04	45,069.00	30.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	71,662.41	85,446.00	19.2%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,762.27	4,623.00	22.9%
9) TOTAL, EXPENDITURES			75,424.68	90,069.00	19.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(40,949.64)	(45,000.00)	9.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	33,854.41	45,000.00	32.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			33,854.41	45,000.00	32.9%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,095.23)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,095.23	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,095.23	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,095.23	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	200,000.00	0.00	-100.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	11,087.51	9,000.00	-18.8%
5) TOTAL, REVENUES			211,087.51	9,000.00	-95.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			211,087.51	9,000.00	-95.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			211,087.51	9,000.00	-95.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	796,805.19	1,007,892.70	26.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			796,805.19	1,007,892.70	26.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			796,805.19	1,007,892.70	26.5%
2) Ending Balance, June 30 (E + F1e)			1,007,892.70	1,016,892.70	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,007,892.70	1,016,892.70	0.9%
Deferred Maintenance	0000	9760	1,007,892.70		
Deferred Maintenance	0000	9760		1,016,892.70	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	27,750.23	26,000.00	-6.3%
5) TOTAL, REVENUES			27,750.23	26,000.00	-6.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			27,750.23	26,000.00	-6.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			27,750.23	26,000.00	-6.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,492,259.97	2,520,010.20	1.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,492,259.97	2,520,010.20	1.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,492,259.97	2,520,010.20	1.1%
2) Ending Balance, June 30 (E + F1e)			2,520,010.20	2,546,010.20	1.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	2,520,010.20	2,546,010.20	1.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,817.98	5,000.00	-14.1%
5) TOTAL, REVENUES			5,817.98	5,000.00	-14.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,817.98	5,000.00	-14.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,817.98	5,000.00	-14.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	480,695.81	486,513.79	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			480,695.81	486,513.79	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			480,695.81	486,513.79	1.2%
2) Ending Balance, June 30 (E + F1e)			486,513.79	491,513.79	1.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	486,513.79	491,513.79	1.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,213,530.24	630,000.00	-48.1%
5) TOTAL, REVENUES			1,213,530.24	630,000.00	-48.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	452,558.72	630,000.00	39.2%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			452,558.72	630,000.00	39.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			760,971.52	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Unaudited Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			760,971.52	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	7,637,728.24	8,398,699.76	10.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,637,728.24	8,398,699.76	10.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			7,637,728.24	8,398,699.76	10.0%
2) Ending Net Position, June 30 (E + F1e)			8,398,699.76	8,398,699.76	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,398,699.76	8,398,699.76	0.0%

Description	2017-18 Unaudited Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps	64.49	68.07	68.07	83.00	83.00	83.00
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	109.30	766.08	766.08	747.00	747.00	747.00
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	173.79	834.15	834.15	830.00	830.00	830.00
2. District Funded County Program ADA						
a. County Community Schools	49.91	50.05	49.91	49.53	49.53	49.53
b. Special Education-Special Day Class	82.65	81.06	81.06	81.06	81.06	81.06
c. Special Education-NPS/LCI	0.98	0.98	0.98	0.98	0.98	0.98
d. Special Education Extended Year	7.39	7.39	7.39	7.39	7.39	7.39
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	140.93	139.48	139.34	138.96	138.96	138.96
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	314.72	973.63	973.49	968.96	968.96	968.96
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	37,789.35	37,786.00	37,789.35	37,782.00	37,782.00	37,782.00
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Unaudited Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	58.51	63.64	58.51	83.82	83.82	83.82
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	58.51	63.64	58.51	83.82	83.82	83.82
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	58.51	63.64	58.51	83.82	83.82	83.82

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 2,718,318.40
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

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B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 29,880,923.48

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 9.10%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,232,894.61
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	635,442.52
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	55,200.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	251,717.31
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	157,371.32
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	33,475.46
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	3,366,101.22
9. Carry-Forward Adjustment (Part IV, Line F)	416,727.59
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,782,828.81

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	17,498,211.46
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	10,020,512.75
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	3,142,637.96
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	21,535.80
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	1,042,473.88
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	927,642.92
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,803,353.90
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	588,310.88
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,571,983.81
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	1,086,676.46
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	824,294.40
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	71,662.41
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	38,599,296.63

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B18) 8.72%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2019-20 see www.cde.ca.gov/fg/ac/ic/)

(Line A10 divided by Line B18) 9.80%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>3,366,101.22</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>26,632.14</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.71%) times Part III, Line B18); zero if negative	<u>416,727.59</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.71%) times Part III, Line B18) or (the highest rate used to recover costs from any program (7.71%) times Part III, Line B18); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>416,727.59</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>416,727.59</u>

Approved indirect cost rate: 7.71%
 Highest rate used in any program: 7.71%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	150,244.92	11,583.88	7.71%
01	3020	79,363.10	6,118.90	7.71%
01	3025	158,494.62	12,219.94	7.71%
01	3310	373,103.83	22,400.80	6.00%
01	3385	97,053.00	5,251.00	5.41%
01	4035	20,113.28	1,550.73	7.71%
01	5630	34,943.89	2,694.17	7.71%
01	5640	5,400.00	416.34	7.71%
01	6230	4,993.00	384.96	7.71%
01	6264	89,598.94	3,481.25	3.89%
01	6387	1,138,246.74	86,124.00	7.57%
01	6500	7,261,089.74	387,335.63	5.33%
01	6501	5,710.00	309.00	5.41%
01	6510	762,484.00	44,824.00	5.88%
01	6512	56,603.66	3,896.73	6.88%
01	6515	12,422.00	672.00	5.41%
01	6520	71,303.69	5,498.31	7.71%
01	6680	42,725.10	3,294.11	7.71%
01	6685	20,986.70	1,618.07	7.71%
01	6690	6,025.00	464.52	7.71%
01	7135	30,384.37	2,342.63	7.71%
01	7338	69,631.41	5,368.59	7.71%
01	7366	219,626.78	16,593.99	7.56%
01	7810	128,852.81	9,849.74	7.64%
01	8150	591,341.35	45,592.42	7.71%
01	9010	6,481,765.77	346,903.31	5.35%
12	5035	176,909.32	13,554.89	7.66%
12	5055	49,393.59	3,723.41	7.54%
12	6045	1,258.01	96.99	7.71%
12	6100	2,323.83	179.17	7.71%
12	6110	207,480.89	15,403.11	7.42%
12	6126	11,751.35	906.03	7.71%
12	6127	246,560.17	19,009.78	7.71%
12	9010	128,617.24	9,746.77	7.58%
13	5310	71,662.41	3,762.27	5.25%

Section I - Expenditures	Funds 01, 09, and 62			2017-18 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	50,475,874.35
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	1,018,935.79
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,600,393.58
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	91,627.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	624,755.96
4. Other Transfers Out	All	9200	7200-7299	7,560,313.48
5. Interfund Transfers Out	All	9300	7600-7629	62,955.06
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	3,816.72
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	613,941.36
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				10,557,803.16
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	40,949.64
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				38,940,085.04

Section II - Expenditures Per ADA		2017-18 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)		897.79
B. Expenditures per ADA (Line I.E divided by Line II.A)		43,373.27
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	36,065,132.19	40,629.44
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	36,065,132.19	40,629.44
B. Required effort (Line A.2 times 90%)	32,458,618.97	36,566.50
C. Current year expenditures (Line I.E and Line II.B)	38,940,085.04	43,373.27
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2019-20 may be reduced by the lower of the two percentages)	0.00%	0.00%

Unaudited Actuals
2017-18 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	(12,100.00)	0.00	(66,382.42)				
Other Sources/Uses Detail					0.00	62,955.06		
Fund Reconciliation							339,240.89	91,405.35
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							62,304.70	188,688.24
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	12,100.00	0.00	62,620.15	0.00				
Other Sources/Uses Detail					29,100.65	0.00		
Fund Reconciliation							29,100.65	140,469.79
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	3,762.27	0.00				
Other Sources/Uses Detail					33,854.41	0.00		
Fund Reconciliation							0.00	10,082.86
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Unaudited Actuals
2017-18 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	12,100.00	(12,100.00)	66,382.42	(66,382.42)	62,955.06	62,955.06	430,646.24	430,646.24

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2017-18
2017-18 UNAUDITED ACTUALS

	Various General Unrestricted	06XX/1400 Alternative Education	0830 CTEP	Total Unrestricted	33XX/65XX Special Education	CATS Categoricals	8150 Routine & Restricted Maintenance	9XXX Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	9,761,234	10,315,273	-	20,076,507	7,032,014	-	-	-	7,032,014	27,108,521
Federal Revenues	623,260	-	-	623,260	515,405	574,252	-	-	1,089,657	1,712,917
Federal Pass Through	7,556,500	-	-	7,556,500	-	-	-	-	-	7,556,500
Other State Revenues	427,691	-	-	427,691	1,303,688	2,670,754	-	-	3,974,442	4,402,133
Other Local Revenues	1,741,463	478,612	2,107,720	4,327,795	139,047	-	-	8,491,928	8,630,975	12,958,770
Total Revenue	20,110,148	10,793,885	2,107,720	33,011,753	8,990,154	3,245,006	-	8,491,928	20,727,088	53,738,842
Expenditures										
Certificated Salaries	3,196,181	1,466,820	1,327,360	5,990,361	2,472,674	658,196	-	1,325,852	4,456,722	10,447,083
Classified Salaries	4,160,056	1,923,947	141,507	6,225,509	2,269,875	472,276	311,824	1,789,542	4,843,517	11,069,027
Employee Benefits	3,681,196	1,691,142	627,203	5,999,542	3,051,156	1,250,604	182,192	1,249,882	5,733,834	11,733,376
Books and Supplies	176,155	256,343	65,140	497,638	80,364	113,834	10,476	272,548	477,223	974,861
Services, Other Operating Expenditures	1,035,052	1,711,121	426,481	3,172,655	882,629	684,668	86,849	2,860,297	4,514,443	7,687,098
Capital Outlay	84,328	7,299	-	91,627	-	-	-	-	-	91,627
Other Outgo	19,477	-	-	19,477	-	-	-	605,279	605,279	624,756
Pass Through	7,556,500	-	-	7,556,500	-	3,813	-	-	3,813	7,560,313
Indirect Costs	(2,090,466)	770,634	226,660	(1,093,171)	470,187	164,106	45,592	346,903	1,026,789	(66,382)
Total Expenditures	17,818,480	7,827,306	2,814,351	28,460,137	9,226,885	3,347,497	636,934	8,450,304	21,661,620	50,121,758
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	(29,101)	(33,854)	-	(62,955)	-	-	-	-	-	(62,955)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	950,888	(2,807,916)	706,631	(1,150,396)	236,712	(9,605)	636,934	286,356	1,150,396	-
Total Transfers	921,788	(2,841,770)	706,631	(1,213,351)	236,712	(9,605)	636,934	286,356	1,150,396	(62,955)
Beginning Balance	18,263,016	400,570	-	18,663,586	20	664,082	-	1,839,204	2,503,306	21,166,892
Net Increase (Decrease) in Fund Balance	3,213,456	124,809	-	3,338,265	(20)	(112,096)	-	327,980	215,864	3,554,129
Ending Fund Balance	21,476,472	525,379	-	22,001,851	-	551,986	-	2,167,184	2,719,170	24,721,021
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	2,800	-	-	-	-	-	2,800
Restricted	-	-	-	-	-	551,986	-	2,167,184	2,719,170	2,719,170
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	20,068,344	525,379	-	20,593,723	-	-	-	-	-	20,593,723
Assigned (COPS)	1,405,328	-	-	1,405,328	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000
Committed - Negotiated Salary Increases	-	-	-	-	-	-	-	-	-	-

SANTA CRUZ COUNTY OFFICE OF EDUCATION
ALL FUNDS SUMMARY 2017-18
2017-18 UNAUDITED ACTUALS

	Fund 01	Fund 09	Fund 10	Fund 12	Fund 13	Fund 14	Fund 17	Fund 35	Fund 71	
	General Fund	Charter	SELPA Pass-Through	Child Development	Cafeteria	Deferred Maintenance	Special Reserve	County Schools Facility	Retiree Benefit Trust	Total of All Funds
Revenues										
LCFF Revenues	27,108,521	523,021	-	-	-	200,000	-	-	-	28,354,563
Federal Revenues	1,712,917	-	-	236,296	31,499	-	-	-	-	1,980,712
Federal Pass Through	7,556,500	-	981,161	-	-	-	-	-	-	8,537,661
Other State Revenues	4,402,133	48,552	5,026,930	616,415	2,000	-	-	-	-	10,144,581
Other Local Revenues	12,958,770	1,472	24,107	104,390	976	11,088	27,750	5,818	1,213,530	14,349,372
Total Revenue	53,738,842	573,044	6,032,198	957,100	34,475	211,088	27,750	5,818	1,213,530	63,366,889
Expenditures										
Certificated Salaries	10,447,083	154,925	-	-	-	-	-	-	-	10,756,934
Classified Salaries	11,069,027	-	-	327,148	-	-	-	-	-	11,396,175
Employee Benefits	11,733,376	53,702	-	181,604	-	-	-	-	-	12,022,383
Books and Supplies	974,861	2,500	-	31,277	71,662	-	-	-	-	1,082,800
Services, Other Operating Expenditures	7,687,098	80,034	-	386,266	-	-	-	-	452,559	8,685,990
Capital Outlay	91,627	-	-	-	-	-	-	-	-	91,627
Other Outgo	624,756	-	3,861,131	-	-	-	-	-	-	4,485,886
Pass Through	7,560,313	-	2,245,185	-	-	-	-	-	-	9,805,499
Indirect Costs	(66,382)	-	-	62,620	3,762	-	-	-	-	(0)
Total Expenditures	50,121,758	291,161	6,106,316	988,915	75,425	-	-	-	452,559	58,327,295
Interfund Transfers										
Transfers In	-	-	-	29,101	33,854	-	-	-	-	62,955
Transfers Out	(62,955)	-	-	-	-	-	-	-	-	(62,955)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-	-	-
Total Transfers	(62,955)	-	-	29,101	33,854	-	-	-	-	-
Beginning Balance	21,166,892	-	600,001	25,593	7,096	796,805	2,492,260	480,696	7,637,728	33,207,070
Net Increase (Decrease) in Fund Balance	3,554,129	281,883	(74,118)	(2,714)	(7,095)	211,088	27,750	5,818	760,972	5,039,595
Ending Fund Balance	24,721,021	281,883	525,882	22,880	0	1,007,893	2,520,010	486,514	8,398,699	38,246,665
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	-	-	-	-	-	-	2,800
Restricted	2,719,170	281,883	525,882	22,880	0	-	-	486,514	8,398,699	12,435,029
Committed	-	-	-	-	-	1,007,893	-	-	-	1,007,893
Assigned	20,593,723	-	-	-	-	-	2,520,010	-	-	23,395,616
Assigned (COPS)	1,405,328	-	-	-	-	-	-	-	-	1,405,328
Committed (COPS)	1,200,000	-	-	-	-	-	-	-	-	1,200,000
Committed (COPS)	-	-	-	-	-	-	-	-	-	-

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2018-19
2017-18 UNAUDITED ACTUALS

	Various	06XX	0830		33XX/65XX	CATS	8150	9XXX		
	General	Alternative		Total	Special		Routine &	Local	Total	Total General
	Unrestricted	Education	CTEP	Unrestricted	Education	Categoricals	Maintenance	Programs	Restricted	Fund
Revenues										
LCFF Revenues	9,901,465	10,358,125	-	20,259,590	6,983,333	-	-	-	6,983,333	27,242,923
Federal Revenues	155,000	-	-	155,000	721,777	529,099	-	-	1,250,876	1,405,876
Federal Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Other State Revenues	576,959	-	-	576,959	3,459,209	3,895,858	-	-	7,355,067	7,932,026
Other Local Revenues	1,082,305	487,000	3,041,400	4,610,705	-	134,498	-	7,289,724	7,424,222	12,034,927
Total Revenue	17,715,729	10,845,125	3,041,400	31,602,253	11,164,319	4,559,455	-	7,289,724	23,013,498	54,615,752
Expenditures										
Certificated Salaries	1,285,862	3,345,104	1,364,269	5,995,234	2,842,208	486,414	-	1,634,215	4,962,837	10,958,071
Classified Salaries	4,273,397	1,768,659	118,499	6,160,554	2,664,112	493,802	292,867	1,610,230	5,061,011	11,221,565
Employee Benefits	2,907,201	2,504,647	654,649	6,066,498	3,505,257	1,206,643	182,201	1,268,494	6,162,595	12,229,092
Books and Supplies	474,963	492,283	147,351	1,114,597	118,963	1,795,791	25,000	293,456	2,233,211	3,347,808
Services, Other Operating Expenditures	1,881,241	1,971,568	497,222	4,350,031	1,530,869	484,374	120,480	3,063,615	5,199,338	9,549,370
Capital Outlay	680,400	-	-	680,400	8,000	-	9,715	-	17,715	698,115
Other Outgo	374,756	-	-	374,756	-	-	-	250,000	250,000	624,756
Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Indirect Costs	(2,392,659)	781,456	259,410	(1,351,793)	630,899	127,576	56,842	464,270	1,279,587	(72,206)
Total Expenditures	15,485,161	10,863,716	3,041,400	29,390,278	11,300,308	4,594,599	687,105	8,584,281	25,166,294	54,556,571
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	(45,000)	-	(45,000)	-	-	-	-	-	(45,000)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,371,218)	(20,989)	-	(1,392,207)	135,989	-	687,105	569,113	1,392,207	-
Total Transfers	(1,371,218)	(65,989)	-	(1,437,207)	135,989	-	687,105	569,113	1,392,207	(45,000)
Beginning Balance	21,476,472	525,379	-	22,001,851	-	551,986	-	2,167,184	2,719,170	24,721,021
Net Increase (Decrease) in Fund Balance	859,349	(84,580)	-	774,769	-	(35,144)	-	(725,444)	(760,588)	14,181
Ending Fund Balance	22,335,821	440,799	-	22,776,620	-	516,842	-	1,441,740	1,958,582	24,735,202
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	2,800	-	-	-	-	-	2,800
Restricted	-	-	-	-	-	516,842	-	1,441,740	1,958,582	1,958,582
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	19,279,001	440,799	-	19,719,800	-	-	-	-	-	19,719,800
Assigned (COPS)	1,028,072	-	-	1,028,072	-	-	-	-	-	1,028,072
Committed (COPS)	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000
Committed - Negotiated Salary Increases	825,948	-	-	825,948	-	-	-	-	-	825,948

SANTA CRUZ COUNTY OFFICE OF EDUCATION
ALL FUNDS SUMMARY 2018-19
2017-18 UNAUDITED ACTUALS

	Fund 01	Fund 09	Fund 10	Fund 12	Fund 13	Fund 14	Fund 17	Fund 35	Fund 71	
	General Fund	Charter	SELPA Pass-Through	Child Development	Cafeteria	Deferred Maintenance	Special Reserve	County Schools Facility	Retiree Benefit Trust	Total of All Funds
Revenues										
LCFF Revenues	27,242,923	765,276	-	-	-	-	-	-	-	28,773,475
Federal Revenues	1,405,876	-	-	234,960	40,969	-	-	-	-	1,681,805
Federal Pass Through	6,000,000	-	3,601,161	-	-	-	-	-	-	9,601,161
Other State Revenues	7,932,026	28,372	5,072,842	624,016	4,000	-	-	-	-	13,689,628
Other Local Revenues	12,034,927	-	-	159,625	100	9,000	26,000	5,000	630,000	12,864,652
Total Revenue	54,615,752	793,648	8,674,003	1,018,601	45,069	9,000	26,000	5,000	630,000	66,610,721
Expenditures										
Certificated Salaries	10,958,071	359,102	-	-	-	-	-	-	-	11,676,275
Classified Salaries	11,221,565	82,645	-	302,605	-	-	-	-	-	11,689,460
Employee Benefits	12,229,092	141,703	-	187,789	-	-	-	-	-	12,700,288
Books and Supplies	3,347,808	39,260	-	55,628	85,446	-	-	-	-	3,567,402
Services, Other Operating Expenditures	9,549,370	101,000	-	408,260	-	-	-	-	630,000	10,789,630
Capital Outlay	698,115	-	-	-	-	-	-	-	-	698,115
Other Outgo	624,756	12,665	3,969,415	-	-	-	-	-	-	4,619,501
Pass Through	6,000,000	-	4,704,588	-	-	-	-	-	-	10,704,588
Indirect Costs	(72,206)	-	-	67,583	4,623	-	-	-	-	(0)
Total Expenditures	54,556,571	736,375	8,674,003	1,021,865	90,069	-	-	-	630,000	66,445,259
Interfund Transfers										
Transfers In	-	-	-	-	45,000	-	-	-	-	45,000
Transfers Out	(45,000)	-	-	-	-	-	-	-	-	(45,000)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	-	-	-	-	-	-	-	-	-	-
Total Transfers	(45,000)	-	-	-	45,000	-	-	-	-	-
Beginning Balance	24,721,021	281,883	525,882	22,880	0	1,007,893	2,520,010	486,514	8,398,699	38,246,665
Net Increase (Decrease) in Fund Balance	14,181	57,273	-	(3,264)	-	9,000	26,000	5,000	-	165,463
Ending Fund Balance	24,735,202	339,156	525,882	19,615	0	1,016,893	2,546,010	491,514	8,398,699	38,412,128
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	-	-	-	-	-	-	2,800
Restricted	1,958,582	327,302	525,882	4,558	0	-	-	491,514	8,398,699	11,706,539
Committed	-	-	-	-	-	1,016,893	-	-	-	1,016,893
Assigned	19,719,800	-	-	-	-	-	2,546,010	-	-	22,265,810
Assigned (COPS)	1,028,072	-	-	-	-	-	-	-	-	1,028,072
Committed (COPS)	1,200,000	-	-	-	-	-	-	-	-	1,200,000
Committed - Negotiated Salary Increases	825,948	11,854	-	15,057	-	-	-	-	-	852,859

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2019-20
2017-18 UNAUDITED ACTUALS

	Various General Unrestricted	06XX Alternative Education	0830 CTEP	Total Unrestricted	33XX/65XX Special Education	Various Categoricals	8150 Routine & Restricted Maintenance	9XXX Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	9,651,465	10,608,125	-	20,259,590	6,983,333	-	-	-	6,983,333	27,242,923
Federal Revenues	155,000	-	-	155,000	721,777	529,099	-	-	1,250,876	1,405,876
Federal Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Other State Revenues	591,787	-	-	591,787	3,789,578	1,355,668	-	-	5,145,246	5,737,032
Other Local Revenues	1,082,305	487,000	3,731,288	5,300,593	-	19,000	-	7,314,724	7,333,724	12,634,317
Total Revenue	17,480,557	11,095,125	3,731,288	32,306,970	11,494,688	1,903,767	-	7,314,724	20,713,179	53,020,148
Expenditures										
Certificated Salaries	1,322,832	3,388,590	1,748,825	6,460,247	2,879,157	125,916	-	1,462,896	4,467,969	10,928,216
Classified Salaries	4,270,101	1,789,883	155,458	6,215,442	2,696,082	425,858	296,381	1,543,370	4,961,690	11,177,132
Employee Benefits	3,115,537	2,695,611	882,633	6,693,781	3,755,841	1,053,442	195,593	1,266,350	6,271,227	12,965,007
Books and Supplies	474,963	492,283	147,351	1,114,597	118,963	37,747	25,000	264,923	446,634	1,561,231
Services, Other Operating Expenditures	1,831,241	1,971,568	497,222	4,300,031	1,530,869	176,883	104,826	2,728,429	4,541,007	8,841,038
Capital Outlay	25,000	-	-	25,000	8,000	-	9,715	-	17,715	42,715
Other Outgo	374,756	-	-	374,756	-	-	-	250,000	250,000	624,756
Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Indirect Costs	(2,365,106)	798,956	299,799	(1,266,351)	641,765	83,921	55,590	412,870	1,194,145	(72,206)
Total Expenditures	15,049,324	11,136,891	3,731,288	29,917,503	11,630,677	1,903,767	687,105	7,928,837	22,150,386	52,067,889
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	(45,000)	-	(45,000)	-	-	-	-	-	(45,000)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,416,218)	(20,989)	-	(1,437,207)	135,989	-	687,105	614,113	1,437,207	-
Total Transfers	(1,416,218)	(65,989)	-	(1,482,207)	135,989	-	687,105	614,113	1,437,207	(45,000)
Beginning Balance	22,335,821	440,799	-	22,776,620	-	516,842	-	1,441,740	1,958,582	24,735,202
Net Increase (Decrease) in Fund Balance	1,015,014	(107,754)	-	907,260	-	-	-	-	-	907,260
Ending Fund Balance	23,350,835	333,045	-	23,683,880	-	516,842	-	1,441,740	1,958,582	25,642,462
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	2,800	-	-	-	-	-	2,800
Restricted	-	-	-	-	-	516,842	-	1,441,740	1,958,582	1,958,582
Committed	-	-	-	-	-	-	-	-	-	-
Assigned	21,200,707	333,045	-	21,533,752	-	-	-	-	-	21,533,752
Assigned (COPS)	653,316	-	-	653,316	-	-	-	-	-	653,316
Committed (COPS)	120,000	-	-	120,000	-	-	-	-	-	120,000
Committed - Negotiated Salary Increases	1,374,012	-	-	1,374,012	-	-	-	-	-	1,374,012

SANTA CRUZ COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY 2020-21
2017-18 UNAUDITED ACTUALS

	Various General Unrestricted	06XX Alternative Education	0830 CTEP	Total Unrestricted	33XX/65XX Special Education	Various Categoricals	8150 Routine & Restricted Maintenance	9XXX Local Programs	Total Restricted	Total General Fund
Revenues										
LCFF Revenues	9,401,465	10,858,125	-	20,259,590	6,983,333	-	-	-	6,983,333	27,242,923
Federal Revenues	155,000	-	-	155,000	721,777	529,099	-	-	1,250,876	1,405,876
Federal Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Other State Revenues	607,587	-	-	607,587	4,112,592	1,391,864	-	-	5,504,456	6,112,043
Other Local Revenues	1,082,305	487,000	3,795,636	5,364,941	-	19,000	-	7,269,724	7,288,724	12,653,665
Total Revenue	17,246,357	11,345,125	3,795,636	32,387,118	11,817,702	1,939,963	-	7,269,724	21,027,389	53,414,507
Expenditures										
Certificated Salaries	1,340,029	3,432,642	1,771,560	6,544,230	2,916,586	127,553	-	1,346,164	4,390,303	10,934,533
Classified Salaries	4,321,343	1,811,361	157,323	6,290,027	2,728,435	430,968	299,938	1,561,890	5,021,231	11,311,258
Employee Benefits	3,343,713	2,861,086	922,381	7,127,179	3,999,091	1,082,891	210,622	1,333,847	6,626,451	13,753,630
Books and Supplies	461,963	492,283	147,351	1,101,597	118,963	37,747	25,000	264,171	445,882	1,547,479
Services, Other Operating Expenditures	1,622,241	1,971,568	497,222	4,091,031	1,530,869	176,883	292,118	2,697,929	4,697,799	8,788,830
Capital Outlay	25,000	-	-	25,000	8,000	-	9,715	-	17,715	42,715
Other Outgo	374,756	-	-	374,756	-	-	-	250,000	250,000	624,756
Pass Through	6,000,000	-	-	6,000,000	-	-	-	-	-	6,000,000
Indirect Costs	(2,404,538)	816,456	299,799	(1,288,283)	651,747	83,921	70,573	409,836	1,216,077	(72,206)
Total Expenditures	15,084,507	11,385,396	3,795,636	30,265,538	11,953,691	1,939,963	907,966	7,863,837	22,665,456	52,930,994
Interfund Transfers										
Transfers In	-	-	-	-	-	-	-	-	-	-
Transfers Out	-	(45,000)	-	(45,000)	-	-	-	-	-	(45,000)
Other Financing Sources	-	-	-	-	-	-	-	-	-	-
Contributions	(1,617,079)	(20,989)	-	(1,638,068)	135,989	-	907,966	594,113	1,638,068	-
Total Transfers	(1,617,079)	(65,989)	-	(1,683,068)	135,989	-	907,966	594,113	1,638,068	(45,000)
Beginning Balance	23,350,835	333,045	-	23,683,880	-	516,842	-	1,441,740	1,958,582	25,642,462
Net Increase (Decrease) in Fund Balance	544,771	(106,260)	-	438,511	-	-	-	-	-	438,511
Ending Fund Balance	23,895,606	226,785	-	24,122,391	-	516,842	-	1,441,740	1,958,582	26,080,973
Components of Ending Fund Balance:										
Nonspendable	2,800	-	-	2,800	-	-	-	-	-	2,800
Restricted	-	-	-	-	-	516,842	-	1,441,740	1,958,582	1,958,582
Committed - Negotiated Salary Increases	1,596,834	-	-	1,596,834	-	-	-	-	-	1,596,834
Assigned	20,697,412	226,785	-	20,924,197	-	-	-	-	-	20,924,197
Assigned (COPS)	278,560	-	-	278,560	-	-	-	-	-	278,560
Committed	1,200,000	-	-	1,200,000	-	-	-	-	-	1,200,000

SANTA CRUZ COUNTY OFFICE OF EDUCATION

	2017-18 ADOPTED BUDGET			2017-18 UNAUDITED ACTUALS			2017-18 AB to UA VARIANCE		
	Total Unrestricted	Total Restricted	Total General Fund	Total Unrestricted	Total Restricted	Total General Fund	Total Unrestricted	Total Restricted	Total General Fund
Revenues									
LCFF Revenues	20,187,778	6,579,313	26,767,091	20,076,507	7,032,014	27,108,521	(111,271)	452,701	341,430
Federal Revenues	85,000	1,123,008	1,208,008	623,260	1,089,657	1,712,917	538,260	(33,351)	504,909
Federal Pass Through	6,000,000	-	6,000,000	7,556,500	-	7,556,500	1,556,500	-	1,556,500
Other State Revenues	385,832	5,817,868	6,203,700	427,691	3,974,442	4,402,133	41,859	(1,843,426)	(1,801,567)
Other Local Revenues	3,510,372	7,418,629	10,929,001	4,327,795	8,630,975	12,958,770	817,423	1,212,346	2,029,768
Total Revenue	30,168,982	20,938,818	51,107,800	33,011,753	20,727,088	53,738,842	2,842,771	(211,730)	2,631,041
Expenditures									
Certificated Salaries	6,585,578	4,332,894	10,918,472	5,990,361	4,456,722	10,447,083	(595,217)	123,828	(471,389)
Classified Salaries	6,388,479	4,406,840	10,795,320	6,225,509	4,843,517	11,069,027	(162,970)	436,677	273,707
Employee Benefits	6,123,729	5,357,102	11,480,832	5,999,542	5,733,834	11,733,376	(124,188)	376,732	252,544
Books and Supplies	840,784	1,452,763	2,293,547	497,638	477,223	974,861	(343,145)	(975,540)	(1,318,686)
Services, Other Operating Expenditures	2,784,776	5,583,380	8,368,156	3,172,655	4,514,443	7,687,098	387,879	(1,068,937)	(681,058)
Capital Outlay	140,400	9,715	150,115	91,627	-	91,627	(48,773)	(9,715)	(58,488)
Other Outgo	374,756	250,000	624,756	19,477	605,279	624,756	(355,279)	355,279	(0)
Pass Through	6,000,000	-	6,000,000	7,556,500	3,813	7,560,313	1,556,500	3,813	1,560,313
Indirect Costs	(1,124,518)	1,047,151	(77,367)	(1,093,171)	1,026,789	(66,382)	31,347	(20,362)	10,985
Total Expenditures	28,113,984	22,439,846	50,553,830	28,460,137	21,661,620	50,121,758	346,153	(778,225)	(432,072)
Interfund Transfers									
Transfers In	-	-	-	-	-	-	-	-	-
Transfers Out	(120,800)	-	(120,800)	(62,955)	-	(62,955)	57,845	-	57,845
Other Financing Sources	-	-	-	-	-	-	-	-	-
Contributions	(1,141,446)	1,141,446	-	(1,150,396)	1,150,396	-	(8,950)	8,950	0
Total Transfers	(1,262,246)	1,141,446	(120,800)	(1,213,351)	1,150,396	(62,955)	48,895	8,950	57,845
Beginning Balance	18,663,586	2,503,306	21,166,892	18,663,586	2,503,306	21,166,892	-	-	-
Net Increase (Decrease) in Fund Balance	792,752	(359,581)	433,171	3,338,265	215,864	3,554,129	2,545,513	575,445	3,120,958
Ending Fund Balance	19,456,338	2,143,725	21,600,063	22,001,851	2,719,170	24,721,021	2,545,513	575,445	3,120,958
Components of Ending Fund Balance:									
Nonspendable	2,800	-	2,800	2,800	-	2,800	-	-	-
Restricted	-	1,377,211	1,377,211	-	2,719,170	2,719,170	-	1,341,959	1,341,959
Committed	-	-	-	-	-	-	-	-	-
Assigned	15,851,374	-	15,851,374	19,393,723	-	19,393,723	3,542,349	-	3,542,349
Assigned (COPS)	832,966	-	832,966	1,405,328	-	1,405,328	572,361	-	572,361
Committed (COPS)	1,200,000	-	1,200,000	1,200,000	-	1,200,000	-	-	-
	-	-	-						

SANTA CRUZ COUNTY OFFICE OF EDUCATION

	2017-18 ESTIMATED ACTUALS			2017-18 UNAUDITED ACTUALS			2017-18 EA to UA VARIANCE		
	Total Unrestricted	Total Restricted	Total General Fund	Total Unrestricted	Total Restricted	Total General Fund	Total Unrestricted	Total Restricted	Total General Fund
Revenues									
LCFF Revenues	20,059,590	6,983,333	27,042,923	20,076,507	7,032,014	27,108,521	16,917	48,681	65,598
Federal Revenues	451,643	1,199,592	1,651,235	623,260	1,089,657	1,712,917	171,617	(109,935)	61,682
Federal Pass Through	6,000,000	-	6,000,000	7,556,500	-	7,556,500	1,556,500	-	1,556,500
Other State Revenues	416,565	4,055,038	4,471,603	427,691	3,974,442	4,402,133	11,126	(80,596)	(69,470)
Other Local Revenues	3,840,241	8,650,829	12,491,070	4,327,795	8,630,975	12,958,770	487,554	(19,855)	467,700
Total Revenue	30,768,038	20,888,792	51,656,830	33,011,753	20,727,088	53,738,842	2,243,715	(161,704)	2,082,011
Expenditures									
Certificated Salaries	6,046,863	4,548,460	10,595,323	5,990,361	4,456,722	10,447,083	(56,502)	(91,738)	(148,240)
Classified Salaries	6,136,004	4,734,023	10,870,027	6,225,509	4,843,517	11,069,027	89,505	109,494	199,000
Employee Benefits	5,801,173	5,492,355	11,293,528	5,999,542	5,733,834	11,733,376	198,369	241,479	439,848
Books and Supplies	856,860	675,797	1,532,657	497,638	477,223	974,861	(359,221)	(198,575)	(557,796)
Services, Other Operating Expenditures	3,770,945	5,274,105	9,045,051	3,172,655	4,514,443	7,687,098	(598,291)	(759,662)	(1,357,953)
Capital Outlay	116,500	-	116,500	91,627	-	91,627	(24,873)	-	(24,873)
Other Outgo	278,647	566,400	845,047	19,477	605,279	624,756	(259,170)	38,879	(220,291)
Pass Through	6,000,000	-	6,000,000	7,556,500	3,813	7,560,313	1,556,500	3,813	1,560,313
Indirect Costs	(1,155,345)	1,085,552	(69,793)	(1,093,171)	1,026,789	(66,382)	62,174	(58,763)	3,411
Total Expenditures	27,851,647	22,376,692	50,228,339	28,460,137	21,661,620	50,121,758	608,491	(715,072)	(106,581)
Interfund Transfers									
Transfers In	-	-	-	-	-	-	-	-	-
Transfers Out	(78,569)	-	(78,569)	(62,955)	-	(62,955)	15,614	-	15,614
Other Financing Sources	-	-	-	-	-	-	-	-	-
Contributions	(1,270,722)	1,270,722	-	(1,150,396)	1,150,396	-	120,326	(120,326)	-
Total Transfers	(1,349,291)	1,270,722	(78,569)	(1,213,351)	1,150,396	(62,955)	135,940	(120,326)	15,614
Beginning Balance	18,663,586	2,503,306	21,166,892	18,663,586	2,503,306	21,166,892	-	-	-
Net Increase (Decrease) in Fund Balance	1,567,101	(217,178)	1,349,923	3,338,265	215,864	3,554,129	1,771,164	433,042	2,204,206
Ending Fund Balance	20,230,687	2,286,128	22,516,815	22,001,851	2,719,170	24,721,021	1,771,164	433,042	2,204,206
Components of Ending Fund Balance:									
Nonspendable	2,800	-	2,800	2,800	-	2,800	-	-	-
Restricted	-	2,286,128	2,286,128	-	2,719,170	2,719,170	-	433,042	433,042
Committed	-	-	-	-	-	-	-	-	-
Assigned	17,884,229	-	17,884,229	19,393,723	-	19,393,723	1,509,494	-	1,509,494
Assigned (COPS)	1,143,658	-	1,143,658	1,405,328	-	1,405,328	261,670	-	261,670
Committed (COPS)	1,200,000	-	1,200,000	1,200,000	-	1,200,000	-	-	-