



**Placentia-Yorba Linda Unified School District
January 25, 2024 Special Board Meeting Minutes**

District Educational Center
1301 E. Orangethorpe Ave.
Placentia, CA 92870

Page

1. CALL TO ORDER

A Special Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called by Leandra Blades, President, per Government Code Section 54950 et. seq., and Education Code Section 35140 et seq., at 11:00 a.m., Thursday, January 25, 2024 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia, CA.

2. SUBJECT OF THE CALL

Public Hearing regarding a material revision to the petition for the Orange County School of Computer Science (OCSCS) conversion charter school at Bernardo Yorba Middle School

3. PLEDGE OF ALLEGIANCE TO THE FLAG

4. ROLL CALL

Members Present: Leandra Blades, President; Todd Frazier, Vice President; Shawn Youngblood, Clerk; Dr. Alex Cherniss, Secretary

Members Absent: Marilyn Anderson, Trustee; Carrie Buck, Trustee

5. APPROVAL OF AGENDA

Approved the January 25, 2024 Special Meeting agenda of the Board of Education.

Moved by: Shawn Youngblood

Seconded by: Todd Frazier

Aye Shawn Youngblood, Leandra Blades, and
Todd Frazier

Carried 3-0

6. PUBLIC HEARING

6.1 A public hearing was held regarding a material revision to add sixth-grade students to the Orange County School of Computer Science charter school petition.

3 - 86

President Leandra Blades declared the public hearing open at 11:02 a.m. Having received no comments, the public hearing was closed at 11:03 a.m.

[OCSCS Petition REVISION 1 18 24.pdf](#) 

7. ADJOURNMENT

Adjourned the January 25, 2024 Board of Education Meeting at 11:04 a.m.

Moved by: Todd Frazier

Seconded by: Shawn Youngblood

Aye Shawn Youngblood, Leandra Blades, and
Todd Frazier

Carried 3-0

The Secretary of the Board of Education does hereby certify that the foregoing is a full, true, and correct copy of the board minutes duly passed and adopted by said Board at the regular meeting held on February 13, 2024.



Secretary, Board of Education



A Publicly Funded Charter School:

Providing a Foundational Education with the Integration of Computer Science

AN INITIAL CHARTER PETITION

Developed by Orange County School of Computer Science

Term of proposed Charter

July 1, 2024- June 30, 2029

RESPECTFULLY SUBMITTED TO:

THE PLACENTIA-YORBA LINDA SCHOOL BOARD OF EDUCATION

Revision Submitted January 2024

Table of Contents:

Assurances, Affirmations, and Declarations/Submission of Petition Letter..... 3

Article 1 Initial Charter Petition.....7

Element A: Educational Program.....14

 1. What does it mean to be educated in the 21st century? 14

 2. School Mission..... 15

 3. Educational Philosophy..... 15

 4. How Learning Best Occurs..... 17

 5. Curriculum and Instruction Design..... 17

 6. Target Student Population..... 21

 7. Plan for Students Who Are Low Achieving..... 22

 8. Plan for Students Who Are High Achieving.....23

 9. Plan for English Learners..... 23

 10. Plan for Special Education..... 25

Element B: Measurable Student Outcomes.....28

Element C: Methods for Measuring Outcomes and Other Uses of Data..... 28

Element D: Governance Structure..... 31

Element E: Qualifications of School Employees..... 34

Element F: Health and Safety..... 39

Element G: Non-Discrimination: Achieving Racial Balance..... 41

Element H: Admission Policies and Procedures.....42

Element I: Annual Financial Audits and Other Required Budget Information 44

 1. Required Budget Information.....44

 2. Financial Reporting (including audits)..... 45

Element J: Suspension and Expulsion Policies..... 45

Element K: Benefits and Compensation..... 47

Element L: Attendance and Alternatives..... 48

Element M: Return Rights of Employees..... 48

Element N: Dispute Resolution..... 48

Element O: Closure Protocol..... 49

Other Assurances..... 50

 1. Insurance.....50

 2. Administrative Services..... 50

 3. Transportation..... 50

 4. Facilities..... 51

 5. Impact on Charter Authorization..... 51

Appendices:

 A. Signatures of Support to Bring the Petition Forward

 B. Middle School Code of Conduct

 C. Additional Administrative Roles

 D. 5 Year Budget Plan

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dear Trustees of the Placentia-Yorba Linda Unified School District,

We are committed to enhancing and strengthening students' foundational learning to increase the knowledge and skills of all learners. Our school is designed to improve student achievement while equipping students with essential skills necessary to be active and competitive leaders in 2030 and beyond. OCSCS proposes a curriculum to be rigorous, relevant, and contextually grounded in real world experiences, while immersing students in learning that draws upon relevant technological advancements and provides rich opportunities for unplugged collaboration.

This petition allows our school community the exciting opportunity to establish and solidify our thinking about educational responsibilities and possibilities. I present to you both a vision and comprehensive plan for our first five years of learning and teaching together. I very much appreciate your review and future support for the oversight of Orange County School of Computer Science (OCSCS) and its operations.

As we put forward this charter petition for consideration, OCSCS will operate independently from the existing PYLUSD structures in order to allow our charter school to apply innovative practices grounded in an evidence-base to target the increasing and shifting needs of learners. Through this conversion process we are able to maintain the district's origin of the school's location at 5350 Fairmont Blvd, Yorba Linda, CA 92886. While OCSCS will maintain the governance structure of PYLUSD, the role of the governing board of PYLUSD will be to ensure independent operation from the overall district operation. OCSCS will be indirectly funded and will receive its allocation on a passthrough basis through the school district. Although the design of our school addresses the needs of learners through flexible and innovative instructional design, delivery, and an alternative bell schedule, we are proud to remain within the PYLUSD boundaries. Below is a chart that will help you easily identify and contact the lead petitioner, as well as see the term of the charter, grade levels served, and capacity of enrollment:

[Space left intentionally blank]

Contact, Location, Grades Served, Enrollment Capacity, and Term of the Charter	
Contact Person for OCSCS	Beth Fisher, Leader Petitioner of OCSCS
Contact Address for OCSCS	5450 Fairmont Blvd, Yorba Linda, CA 92886
Contact Phone Number for OCSCS	714-986-7400 x 22001
Proposed Address of OCSCS	5450 Fairmont Blvd, Yorba Linda, CA 92886
Grade Configuration	Middle School: 6th, 7th and 8th Grades
Enrollment Capacity	Up to 1,000 students
Term of the Charter	5 years (2024-2030)

OCSCS is committed to using multiple measures to assess student and school wide achievements. Data will be used as the impetus to make changes to our policies and practices. OCSCS features a mission-driven school with a diverse student body that will receive and thrive from an exceptional education. Providing students with sound, well-taught and far reaching programs, we will tailor educational supports that allow every student diverse opportunities to become informed, literate and productive members of the ever evolving complex and modern world of the 21st century.

As the lead petitioner, I, Beth Fisher hereby certify that the information submitted in this petition for a California public charter school to be named Orange County School of Computer Science (OCSCS), to be located within the boundaries of and affiliated with PYLUSD 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; I also certify that this application complies with and exceeds California Education Code criteria for the petition of a charter school and approval of the petition herein; and further, I understand that if awarded a charter, OCSCS will follow any and all federal, state, and local laws and regulations that apply to OCSCS, including but not limited to:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of

admission through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the state. Preference in the public random drawing shall be given as required by Education Code 47605(3)(2)(B). In the event of a drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(B)]

- Shall ensure that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. (Ed. Code, § 47605, subd. (n).)
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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(e)(1)]
- 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.
- 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)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Those documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. (Ed. Code, 47605, subd. (l).)
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Shall ensure that, if a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(e)(3)]
- The Placentia Yorba Linda Unified School District is the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

1. Maintaining 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.(a)(2)]
2. Consulting, on a regular basis, with parents, legal guardians, and teachers regarding the charter school's educational programs. [Ref. California Education Code Section 47605(d)(2).]
3. Complying with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
4. Complying with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47610(c)]
5. Complying with all applicable portions of the Elementary and Secondary Education Act.
6. Complying with the Public Records Act.
7. Complying with the Family Educational Rights and Privacy Act.
8. Complying with the Ralph M. Brown Act
9. Complying with all applicable portions of the Every Student Succeeds Act (ESSA).
10. Complying with all provisions of the Individuals with Disabilities Education Improvement Act (IDEIA)
11. Meeting or exceeding the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

As the authorized lead petitioner, I, Beth Fisher, hereby certify that the information submitted in this application for the approval of the affiliated California public charter school, Orange County School of Computer Science (OCSCS) is true to the best of my knowledge and belief.

Beth Fisher, Lead Petitioner

Date

Article 1 Initial Charter Petition:

Orange County School of Computer Science is committed to serving a diverse student body and is focused on the growth of student enrollment. OCSCS has the capacity to serve up to 1,000 students. In the initial year of implementation, OCSCS plans to allow for enrollment up to 600 students.

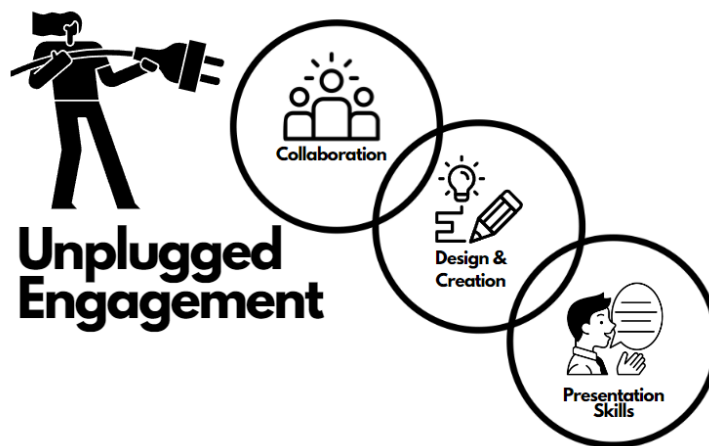
The surrounding community that OCSCS intends to serve has identified the need to address the foundational learning needs of all learners. This community faces the detrimental COVID-19 aftermath related to learning loss. The clearly identified learning deficiencies in the area of Mathematics and Language Arts has caused the community concern and a demand that our schools address these gaps while increasing opportunities for learners. OCSCS presents this charter petition as a means to address the needs identified by the community. This charter petition document will detail our strategic and innovative approach to both address learning gaps as well as provide students with the tools to navigate an ever-changing society. This focus will give students real world opportunities to engage with skills that will make them ready for 2030 and beyond.

OCSCS is submitting an initial charter application with the meaningful support of the permanent, nonpermanent certificated staff, and full time classified staff. Signatures were collected which indicated the teaching staff's support to bring forward this petition for review by the Placentia Yorba Linda Board of Education (see Appendix A). OCSCS obtained 71.4% of permanent staff signatures and 88.2% of total certificated staff for presenting this charter petition.

OCSCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or association with an individual who has any of the aforementioned characteristics. Admissions shall not be determined according to the place of residence of the student, or of his or her parent or guardian, within this state. When the number of applicants exceeds the number of available openings for a program, a public random drawing, as described under Element H: Admission Policies and Procedures, shall be conducted. Applicants not selected for enrollment in the public drawing may choose to be added to the wait list that is generated at the same time as the public random drawing.

Orange County School of Computer Science is seeking to be a conversion charter school within PYLUSD. Upon promotion from the OCSCS, all students will have bilingual proficiency and be conversant in both English and Computer Science.

Our world is ever-evolving and current school systems are failing to prepare students to be competitive in a technologically advanced world, lacking the framework to allow students to engage in design thinking with real world application. We propose an educational experience methodically designed to lead to foundational knowledge acquisition while equipping our students with the tools necessary to foster creativity and innovation while actively solving real world problems. We intentionally designed a learning model that utilizes technology as a vehicle for design thinking while providing opportunities for all students to engage with the world of technology that surrounds them while also leveraging the power of unplugged collaboration through active and ongoing student dialogue and collaboration that supports product design, prototyping, entrepreneurship, marketing, and presentation delivery.



Foundational skills are the bedrock with which our students will be taught, both in the areas of English Language Arts and writing, as well as in the diverse field of Mathematics. Our model acknowledges the limitations of the Common Core State Standards (CCSS) and addresses foundational learning gaps through the Singapore mathematics curriculum and foundational writing skills.

The OCSCS literacy curriculum delivered through our English Language Arts program will be specifically designed to meet the foundational needs of all learners.

These strategic program designs will prepare students to be competitive for A-G completion in high school and for participation in Advanced Placement (AP) or International Baccalaureate (IB) pathways. As students will be on the path to taking AP exams if they so choose, they will have the opportunity to take the AP Computer Science Principles examination prior to enrolling in high school. Students enrolled in our Dual Language Academy Program will have the opportunity to take the AP Spanish Language and Culture examination. These Advanced

Placement exams will be offered on our campus annually each May during students' 8th grade year.

Every student will be engaged with core competency learning in reading and writing (English Language Arts), Mathematics, and Computer Science. Given the schoolwide focus in Computer Science, our English Language Arts, History Social Science, and Science courses will incorporate a learning focus that leverages the latest technological advancements such as how to effectively and appropriately utilize Artificial Intelligence (AI). Our Computer Science program will be integrated in History Social Science and Science courses. Additionally, all students will take technology-based elective courses: Computer Science, Computer Graphics (Art), and Esports.

Our Computer Science program promises to be among the most competitive in the nation, as we will have a partnership with Code To The Future, a nationally acclaimed leader for Computer Science Immersion. The immersive Computer Science approach fosters real world Computer Science applications allowing students to engage in core subject matter competencies in History Social Science and Science.

Because students optimally learn when challenged at their individualized levels, OCSCS utilizes competency and mastery-based learning which eliminates the need for leveled course offerings. Our school will proudly partner with top leaders in the educational profession, including Dr. Lee Ann Jung, as we engage in mastery learning and grading practices that best serve students with individualized learning differences. Mastery learning allows students to hone in on the specific skills needed to accomplish deeper levels of mastery in Mathematics, Literacy (reading, writing, speaking, and listening) and Computer Science.

As OCSCS implements a high level curriculum, all materials will go through the PYLUSD district approved curriculum approval process within the first three years of implementation of the program.

The design of our school intentionally provides students engagement with Core Competencies: Mathematics, English Language Arts, History and Science. In addition to providing the highest quality of foundational instruction, OCSCS has included embedded time in the school day to address learning needs (both in terms of intervention, enrichment, and advancement) through a Coordinated Small Group Instruction period. Every student will be provided an education in which written and verbal literacy, communication and numeracy is established throughout the curriculum, and in which a world perspective is provided through the lens of advancements and opportunities in Computer Science. The instructional materials and educational technology components complement our focus on curriculum, instruction and Computer Sciences development.

Recognizing that 21st Century Learning goes beyond students engaging with computers and devices, the OCSCS seeks to implement a variety of hands-on programs and activities that unplug students from technology and force them to explore the world experientially. Elective programs such as Inventions, Marketing, and Public Speaking will develop a well-rounded student equipped with skills necessary for future success in the world beyond PYLUSD.

As PYLUSD offers a Spanish Dual Language Academy (DLA at Glenview Elementary, OCSCS seeks to offer these Dual Language Academy students a continuation of courses at the middle school level. Given that OCSCS is the neighborhood school of attendance, students who matriculate from the Glenview Elementary DLA) program have the opportunity to continue their dual language education and experience through full instruction in Spanish in History Social Science, Science, and Spanish Literature. Students who did not matriculate through the Glenview Elementary DLA program must be admitted to OCSCS in order to be eligible to take an entry assessment that allows them to participate in the DLA program at OCSCS. If space is available, any student enrolled in another DLA program can express interest in enrollment in the OCSCS DLA program. If a student displays competency in the Spanish language through the OCSCS DLA program assessment then they will participate in the DLA course offerings. Note that if there is not adequate space and the lottery goes into effect for enrollment, then students must be selected via the lottery prior to taking the DLA Spanish proficiency assessment that provides access to the DLA courses.

Additionally, the focus of elective offering at OCSCS clearly supports Computer Science applications. Students will have an elective section focused on Graphic Design. As a Computer Science Immersion school, Computer Science principles will be immersed into the Graphic Design course. This specific Computer Science immersion can position students to take the AP Computer Science Principles exam should they desire. This elective will also feature opportunities for students to apply Stanford University's "Design Thinking" methodology for creative thinking and real world problem solving. The Graphic Art elective will support students' design sense and artistic creativity, while maintaining values of positive elements that build schoolwide culture such as developing the student yearbook and creating video production announcements. Students enrolled in this elective will engage in some aspect of design and develop a solid understanding of the principles and techniques used in computer graphics, which will enable them to create visually appealing and interactive digital content.

We believe that middle school students should have access to participate in Physical Education in order to support their understanding and application of physical fitness and healthy practices. Given that students have the opportunity to attend a double block of physical education on Tuesdays and Thursdays, a portion of the Physical Education block will be dedicated towards study skills. The feature of Study Skills will provide students with access to master

self-management, self-organizational skills, and goal-setting. In addition, every student will develop the blueprint for an individualized, personalized educational experience complete with a six-year plan and annual benchmarks. During their two years at OCSCS, benchmarks will clarify and track academic and developmental growth and achievement. Students who are not interested in participating in Physical Education will have the opportunity to participate in the Music elective during this scheduled time each week.

DLA students will have a Spanish Literature elective offering. Students will engage with the Spanish language in the areas of reading, writing, speaking and listening. The Spanish DLA program utilizes curriculum from Inquiry by Design which engages students with both novels and informational texts. Students produce quarterly writing samples that target persuasive, narrative, expository, and descriptive writing in the Spanish language.

Because of the value for balance, experience, and the joy that music brings to students, the school will maintain an instrumental music program that includes options to participate in Orchestra, Band, and Jazz Band.

OCSCS will serve a student population that represents the diversity found in Orange County. We anticipate serving 45% of a population designated as low socioeconomically disadvantaged. OCSCS teachers will be highly qualified and fully credentialed. As we fundamentally believe in building teacher leaders especially in the area of full inclusion, we welcome intern teachers. It is our hope to expand growth opportunities for aspiring teachers beyond internships. The OCSCS budget will support considerable fiscal resources to support its annual professional development plan. Staff will have the opportunity to participate in professional learning opportunities such as Leading Edge certification which recognizes teachers and schools dedication to innovative and effective technology integration. The support for teachers to pursue National Board Certification will further demonstrate the commitment for learning as OCSCS proposes to become a leading professional development school in which opportunities for educators are realized.

OCSCS has also identified the need to continue to organize and operate as a school in ways that better advance student learning, performance, inclusion, and achievement. We believe in the tenets of inclusion and will serve all students to include those from traditionally under-performing subgroups as we strive to increase performance in any accountability system.

OCSCS will create a culture of achievement throughout the school with an uncompromising commitment to intentional and effective instructional delivery. Staff will offer functional access to the core competencies coupled with an integrated Computer Science themed experience. OCSCS' design will encourage students to think critically about real world problems and will provide opportunities for students to engage in design thinking about both addressing and creating solutions to the real world problems they explore related to making healthy lifestyle

choices for themselves and the world. The Computer Science field is and will be a dominant force in modern society, addressed at both societal and individual levels. Computer Science will continue to impact each student’s personal and career choices. Its relevance as part of a world-class 21st century education cannot be ignored. Our culture, our instructional technologies and our foundational core and theme-based curriculum will engage our student body as active learners.

Traditional schools typically release students early or start school late to allow for teacher collaboration. Because the design of our school incorporates professional learning and development into the teaching schedule, students who attend OCSCS will attend five full days each week. There will be no minimum days or early/late release days. Students will follow the same start and end days as outlined on the PYLUSD student calendar. An additional difference between OCSCS and other PYLUSD schools is that an additional five non-student days have The student calendar can be viewed below.

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
2024-2025 STUDENT CALENDAR
With OCSCS Non-Student Days Outlined*

OPENING/CLOSING OF SCHOOL

First Day of School.....Tuesday, August 27, 2024
Last Day of School.....Thursday, June 12, 2024

NON-STUDENT/HOLIDAY SCHEDULE

Non-Student Day.....Friday, August 30, 2024
Labor Day.....Monday, September 2, 2024
Veteran’s Day.....Monday, November 11, 2024
Thanksgiving Recess (5 days).....Monday, November 25-Friday, November 29, 2024
*OCSCS Non-Student Day.....Monday, December 2, 2024
*OCSCS Non-Student Day.....Friday, December 20, 2024
Winter Recess (10 days).....Monday, December 23, 2024-Friday, January 3, 2025
*OCSCS Non-Student Day.....Monday, January 6, 2025
Martin Luther King Holiday..... Monday, January 20, 2025
Lincoln’s Birthday.....Monday, February 10, 2025
President’s Holiday (Washington’s Birthday).....Monday, February 17, 2025
Spring Recess..... Monday, April 14- Friday, April 18, 2025
*OCSCS Non-Student Day.....Monday, April 21, 2025
*OCSCS Non-Student Day.....Friday, May 23, 2025
Memorial DayMonday, May 26, 2025

Below you will find the Orange County School of Computer Science Bell schedule:



Orange County Computer Science School

From Learners to Leaders

1st	8:50 AM - 9:50 AM
Nutrition Break	9:50 AM - 10:05 AM
2nd	10:08 AM - 11:08 AM
3rd	11:11 AM - 12:11 PM
4th	12:14 PM - 1:14 PM
Lunch	1:14 PM - 1:44 PM
5th	1:47 PM - 2:47 PM
6th	2:50 PM - 3:30 PM

To help you visualize a student schedule, a sample student schedule has also been provided. Our core competencies (Math, English Language Arts, History Social Science and Science) are offered four days a week. Coordinated Small Group Instruction will occur daily which will target Math and targeted literacy (speaking, reading, writing, and listening). Students will have access to Study Skills two days a week. Students have one dedicated elective. Students have the opportunity to participate in Physical Education up to two times a week. As OCSC has flexibility in its elective offerings, students will also have access to a Music elective should they wish to pursue music. In addition, students have the opportunity to apply to participate in the student leadership program which is offered daily and can serve up to 50 students.

Weekly OCSCS Sample Student Schedule Core Competency Math, English Language Arts, History, and Science Electives: Graphic Design Computer Science Immersion (DLA Spanish Literature or Music)				
		Start Time	End Time	Minutes
1	Elective (Graphic Design Computer Science Immersion)	8:50 am	9:50 am	60 minutes
	Break	9:50am	10:05 am	15 minutes
2	Core Competency (English Language Arts)	10:08 am	11:08 am	60 minutes
3	Core Competency (Mathematics)	11:11 am	12:11 pm	60 minutes
4	Core Competency (History Social Science with Computer Science Immersion)	12:14pm	1:14 pm	60 minutes
	Lunch	1:14 pm	1:44 pm	30 minutes
5	Core Competency (Science with Computer Science Immersion)	1:47 pm	2:47 pm	60 minutes
6	Coordinated Small Group Instruction	2:50pm	3:30pm	40 minutes

On Tuesdays, students will report to Physical Education for their History, English Language Arts, and Spanish Literature periods
On Wednesday, students will report to Physical Education for their Math, Science, and Band periods
On Thursday, students who have the Graphics Art Electives will report to Physical Education

Element A: The Educational Program

1. What does it mean to be educated in the 21 Century?

Democratic ideals and actions have always been at the root of American public schools. Our nation’s public school was founded in Jeffersonian concepts which in reality have far exceeded

his dreams for the pursuit of life, liberty, and happiness. Additionally, the notion of school as a ground for civic engagement, informed decision making, and skills acquisition has grown beyond what our founding fathers and the key historical leaders of American public schools, like John Dewey envisioned. Schools have expanded in ways that produced competitive American citizens who make local and global *impacts through learning and application of learning*. While the roots of our American public schools remain, it is time to shift our focus to education in 2030. PYLUSD acknowledges the need to innovate at an accelerated level as referenced by the Superintendent of the Placentia-Yorba Linda Public School District, Dr. Alex Cherniss. In his “State of the District” address given in the fall of 2023 ([click here](#) to access), Dr. Cherniss discussed with stakeholders the ever-present need to prepare our students for a job market that is yet to exist. The research-based concepts at OCSCS encapsulates 21st century learning skills and clearly influences and delineates ways that allow us to prepare students for 2030 and beyond. The premise of this style of learning starts with what is referred to as “the compass” in which students acquire core competencies, skills, values and knowledge (OECD 2030). This compass embedded into OCSCS supports students to navigate unfamiliar contexts as our society is ever-evolving.

Another tenet of the 2030 learning model includes student agency. By providing students at OCSCS tools to positively influence their own lives and the lives around them, they will be leaders in our advancing society. Through the acquisition of foundational skills, students can apply these skills across cultures which continue to develop over time. In the 2030 learning framework, students grow from foundational skills to transformative competencies where innovation, collaboration, and responsibility meet to form action. As OCSCS is a Computer Science immersion school, the 2030 conceptual model accounts for the need for students to be digital and data literate at a core foundational level. This model also provides key knowledge and skill foundations such as disciplinary, subject-matter competency knowledge, transferring concepts through creation, projects, and action, and procedural knowledge to execute action. The ever changing skills-acquisition is at the focus of 2030 learning (OECD 2030). Using the 2030 learning framework as a model, OCSCS will allow students to adapt to, thrive in, and shape the future of our society.

2. Mission

Our mission is to improve student learning and achievement while equipping students with essential skills and attributes necessary to be active and competitive leaders in 2030 and beyond.

3. Educational Philosophy

Our learning framework is derived from a mastery learning experience that incorporates design-thinking and Computer Science immersion. The mastery learning foundations stem from

the foundational work of Tom Guskey; however, our school will seek to hone into the educational philosophy work of Dr. Lee Ann Jung. In having mastery learning as a foundation for learning experiences, students have a clear pathway to both proficiency and mastery of core competencies in English Language Arts (reading, writing, speaking, and listening), mathematics, history social science and science. In history and science, our students have the opportunity for computer-science immersion experiences. In terms of design-thinking, through their computer science immersion elective, students have the opportunity to engage in elements of Stanford University's Design School. In combining these philosophies, it is our intention to provide students with the necessary tools to not only grasp and own their learning, but to also design applicable solutions to present and future real world problems.

It is also our educational philosophy that design thinking and mastery of core competencies requires more flexibility in scheduling and in our instructional approaches to learning. Implementing this philosophy requires further commitments to a high quality and well supported administration and staff, and continually advancing family, educational, community and business partnerships.

As students engage in hands-on learning experiences where they are asked to work in creative teams, we also plan to employ learning facilitators in the area of their electives. Students will receive initial larger group instruction in electives from a fully-credentialed teacher and then assigned small group learning facilitators who will monitor and assist with the creation of their design thinking projects, Esports tournament creations and facilitation and computer science designs.

As middle school is the time that students begin to explore and expand their independence, a study skills program is also at the core of our educational philosophy. As students develop, the areas of self-management and self-regulation are key to their current and future success. The study skills class will provide students with on-going explicit instruction and routines related to self-management and self-regulation.

Time for personalized education and support embedded into the school day is also a key foundational concept. OCSCS will employ Coordinated Small Group Instruction daily. The flexible design of the school schedule provides our teachers with daily time and one day each week to gather assessment data, consider the individual plan for each student, and to group students into appropriate learning groups that target intervention, enrichment, and/or advancement in their learning.

It is also our belief that the world is ever changing and that a significant redesign of instruction and incorporation of learning related to computer science is vital for students to remain competitive in a society that is anticipated to be revolutionized through further advancements in

technologies not yet realized. Looking at changes in technology in the past 10 years, many could not have imagined the influence and probable impact of various technological advancements such as Artificial Intelligence (AI). OCSCS will teach our learners to engage with and positively leverage AI and equip students with the tools and coding languages to remain at the forefront of innovative advancements.

Our school solely serves students at the middle school level (grades 7 and 8), so high school requirements do not apply.

4. How Learning Best Occurs

As is consistent with what has been presented related to OCSCS' Educational Philosophy, learning best occurs through a clearly defined and delineated sequence of learning progressions that are tied to explicit learning intentions and success criteria. In making learning visible and clear to students, they have a distinct understanding of what they are expected to learn, how they are expected to demonstrate their learning, and why their learning is relevant and significant within any given subject. Students must be provided with on-going feedback that is tied to clearly articulated learning competencies. Mastery of learning should be explicitly spelled out in student friendly language so students have achievable outcomes related to displaying proficiency and mastery in subject matter. We ultimately believe that students learn best when they are the drivers of their learning and have hands-on and personalized learning experiences.

5. Curriculum and Instruction Design

As our schools are dealing with the aftermath and lingering effects of significant learning losses from COVID, OCSCS is focused on going beyond the core to ensure our students are provided with foundational learning in mathematics and English Language Arts instruction. According to the Policy Analysis for California Education (PACE),

Even before the COVID-19 pandemic, we and many others in the education research community were concerned that California's public schools weren't serving all students well. The state's education system was highly inequitable and plagued by gaps in opportunity and access that the pandemic has only widened. Last spring, a coalition of more than 40 California-based organizations representing families and students, educators and system leaders, research institutes, and civil rights and equity organizations called for education and policy leaders to reimagine and rebuild California's schools. But little progress has been made during the pandemic, with challenges driven by COVID-19 continuing to vex educators and policymakers, making real progress seem almost impossible. These test scores should sound a loudly screaming alarm: The task of transforming our schools can no longer be delayed (2022).

In this article entitled “California Test Scores Show the Devastating Impact of the Pandemic on Learning”, PACE identified that of the four primary areas of concern, math achievement is down dramatically in the 8th grade level. While the peer-reviewed literature related to the academic impacts of COVID are inevitably in process of analysis, it can be widely viewed through credible sources such as the Public Policy Institute of California, that the state of our educational system is in dire need of revision. Even before the pandemic, our students have waited long enough to engage in an educational system that equips them with the knowledge and skills needed to learn and lead in our ever-evolving society. A month after this petition is submitted, we propose that policy and data analysts across the nation will forecast even more significant findings after the official release of the 2023 Statewide CAASPP results.

Our mission is to provide every student with the opportunity to learn and lead transformational experiences that address the needs of our ever-changing society. Our charter school has identified the needs and has a systematic, evidenced-based way to address the challenges of the day related to failing Mathematics and Language Arts. While the focus of our field related to English Language Arts has been on the sharp decline at the 4th grade level, we recognize that a lack of foundational learning at the 4th grade level will only maximize the impact we experience at the middle school level.

As this is our call to action to not stand by and watch as we have ever pressing needs of students to face, we are proud to share our framework for learning. The core tenets of our framework include:

- Foundational curriculum that has an articulated scope and sequence to allow for on-going progress monitoring of students’ proficiency levels related to the articulated targeted areas of learning
- Flexible design of the school day to allow to maximize teacher’s design and delivery of an integrated and high level learning program
- Curriculum that is grounded in innovation
- Instruction that is grounded in a strong, leading, and innovative evidence-based practices
- Intentional mentorship and a targeted focus on building students’ self-management skills and goal setting

The scope and sequence of coursework will be individually tailored to meet the students’ interests and needs. Our English Language Arts curriculum will move students from the foundations of reading, writing, listening and speaking to the highest and deepest levels of application. Additionally, as our school is a computer science immersion school, students will be explicitly taught how to leverage Artificial Intelligence and other platforms in writing, planning, and problem-solving design.

The school’s flexible design will be an organizing principle that facilitates collaboration among teachers in the design and delivery of an integrated curriculum. Data will be used to continually inform our attempts to improve curriculum and instruction. Each student will develop project based learning projects through a design thinking approach such that they can make connections between their academic curricula and real world applications. Students will have multiple ways to be connected with teachers and other adults. Students will have tailored intervention and advancement opportunities as well as be mentored to support their academic progress and their intellectual and social maturation.

The curriculum, instruction, and professional development at OCSCS will be based on innovative approaches developed and tested by leading researchers and practitioners in the field of education. The curriculum will be delivered by expert educators who are highly qualified and credentialed. In addition to a very clear focus on content standards, we will provide our students a context of computer science and design thinking to ground their studies. The curriculum will be organized into big ideas and essential questions.

The table below provides a sample of units that can be offered through the Computer Science Immersion model and applied in History Social Science and Science. This is a concept design that could be subject to change depending on the needs of learners and how we connect History and Science instruction through the Computer Science Immersion model.

The tenets of Computer Science immersion through History and Science:

History Social Science *Computer Science Immersion	Science *Computer Science Immersion
Unit 1: Web Development	Unit 1: Block-Based Coding
Unit 2: Block-Based Coding	Unit 2: Python
Unit 3: App Building	Unit 3: Arduino (hardware / software)
<i>*Between each unit, students will engage in an Epic Build Showcase where their work will be showcased and celebrated school-wide.</i>	

This innovative approach to curriculum will be complemented by an innovative and evidence-based approach to instruction. Given our targeted student population, literacy is an area of need. Our school will seek to partner with the chair for the International Literacy Association's Literacy Research Panel, Dr. Diane Lapp who is also a researcher and faculty member at San

Diego State University to ensure our English language arts curriculum targets the learning needs of our students in English Language Arts.

Further, individualized and personalized instruction will occur through our flexible school design. The basis for our instructional innovation is the Gradual Release of Responsibility Model. We expect teachers to model their thinking, guide students' thinking, provide students opportunities to collaborate with peers and outside experts. As the Gradual Release of Responsibility Model supports the concept of the Zone of Proximal Development, we expect to see students assume increasing amounts of responsibility for content once it has been modeled and scaffolded by their teacher or knowledgeable others. There are opportunities for large and small groupings of students such that each student will assume increased responsibility for his or her learning following the modeling and support received from credentialed teachers.

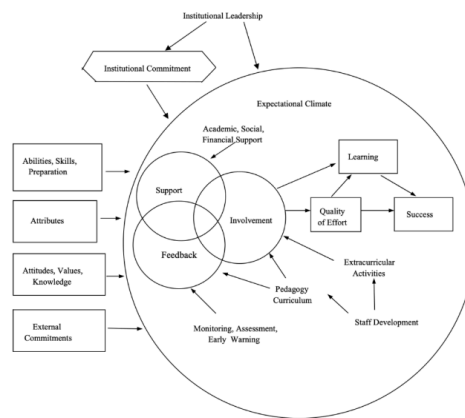
The instructional materials and educational technology we employ complements our focus on curriculum, instruction, and computer science. All students will have access to textbooks. In addition, students will have access to primary source documents and texts in each discipline at the school such that students have opportunities to have choice in reading selections. The range of instructional materials students will interact with on a daily basis includes core textbooks, primary source documents, current informational texts, web sources, and a variety of digital and visual media. As a part of our partnership with Code to the Future, students will have a curriculum designed around the foundations of coding to include mastery and application of coding languages.

In terms of educational technology, students will use a wide range of equipment in their basic studies and computer science immersion experience. To ensure that they are prepared for this, OCSCS provides students access to such technology as wireless laptops, document cameras and data projectors, and hardware and software specific to computer science in all academic and elective courses.

[Space left intentionally blank]

As frameworks for learning need to drive our work, Tinto & Pusser (2006) identified the following framework which will serve as anchors for the work detailed in this section and sections to follow. This framework will guide our work related to moving this petition from thought to action:

Figure 1
Elements of a preliminary model of institutional action



Leaders that are goal-focused and relationship-oriented allow for collaborative, driven staff to work together on commonly- owned goals to ensure that these structures are in place:

1. Conscious, explicit efforts to create a school community that includes all students.
2. Use of structures to increase awareness of school and student contexts, and a willingness to dedicate time, resources, and personnel to meeting as many needs of their students as feasible, including building trust and involvement with families.
3. Adjusting instructional techniques and programs to data gathered about students via the aforementioned themes and formal data-based decision-making processes.

We are proud to present to you a framework that is systematic in design and has been identified to meet the current needs of our failing education system and will continue to detail below how we plan to address specifically the unique and varied needs of our learners.

6. Target Student Population

OCSCS targets a range of learners that is reflective of the diversity of Orange County related to socioeconomic backgrounds, educational interests, cultures, and learning challenges. As OCSCS serves the middle school levels, we plan to offer an educational program that targets the 6th, 7th and 8th grades. In our first year, we plan to serve 600 students and have the capacity to serve up to 1,000 students. It is our intention to equip students to be both learners and leaders in an ever-changing society, providing them with tools to thrive in 2030 and beyond. We recognize

that COVID-19 has posed additional challenges which has resulted in significant learning and social gaps. Our education program has intentional design to address these needs and accelerate student learning while providing students with the opportunities to acquire real world applicable skills.

7. Plan for Students Who Are Academically Low Achieving

Students who are academically low achieving will benefit from a rigorous, educational program and be identified and supported through assessment, curriculum, differentiated instruction, and individualized intervention services through our coordinated small group instruction model and a study skills approach. Student needs will be identified and reviewed annually as part of the LCAP process such that goals, programs and resources can be publically developed and purposefully focused on resources to support their learning. All core classes will be untracked and heterogeneously grouped so that all students can participate in academically challenging coursework. There is strong evidence that low-achieving students perform better in college preparatory coursework than their similarly achieving peers in remedial courses (Nystrand & Gamoran, 1997; National Center for Education Statistics, 2001).

Teachers of all courses at OCSCS will receive extensive professional development and coaching related to applying the principles of differentiated instruction and mastery learning with a commitment to support all students, including those that are low achieving.

Specialized Intervention: Due to the flexible design model of our school, students will have the opportunity to be grouped according to on-going academic assessments in the areas of Mathematics and English Language Arts. Once again, as part of the annual LCAP review and development process, needed specialized interventions will be identified. School-wide assessment protocols ensure that student progress is monitored regularly. Formal and informal assessments will be regularly administered to all students in order to gauge progress. Our flexible schedule model allows adequate time to both deliver on-going assessments of and for student learning and then tailor instruction and academic intervention to meet the needs of a diverse body of learners.

8. Plan for Students Who Are Academically High Achieving

All students will engage in a rigorous, beyond standards-based educational program. This is no different for high-achieving students. At OCSCS, teachers are to be fully informed about each student's academic abilities and progress through on-going formative assessments, and will use that data to provide precise instructional support for every student. OCSCS' flexible school design and research-driven educational staff ensures our plans and abilities to provide precision teaching for the benefit of both low-achieving and high-achieving students.

Although students are grouped heterogeneously in classes, we offer honors credit in each of our core courses at OCSCS. Honors credit is awarded based on students' successful completion of an individualized honors contract. All students are eligible for honors credit. It is our expectation that students identified as gifted and talented will complete honors-level work. Honors contracts are developed during the first four weeks of attendance and are signed by the student, the instructor, a parent/guardian, and an administrator. When a student completes the terms of the contract, his or her transcript reflects the fact that their work was honors level. We recognize that both high schools and colleges appreciate this distinction of academic excellence and are known to weigh this information in their admission decisions. There are a number of characteristics of honors-level work. These include:

- Additional readings chosen to enhance and deepen the student's understanding of course content
- Guided research involving specialized library resources, fieldwork or community projects
- Extra written work designed to develop critical skills and independent thinking
- Regular individualized meetings with the instructor to discuss the progress of the various projects undertaken to fulfill the contract

Some high achieving students benefit from a faster-paced and wider honors course contract in history or literature. Similarly, high-achieving students will thrive in learning environments that allow them to apply their knowledge and skills through the creation of design thinking computer science projects. Additionally, students will have the opportunity to take the AP examination in Computer Science Principles.

9. Plan for English Learners

English learners face daunting challenges. They must learn the components of the English language at the same time as they are mastering grade level subject matter content. They will do this all the while competing with native-English speaking peers who are rapidly increasing their knowledge of the English language and applying that knowledge to the content standards. English learners need highly qualified teachers, rigorous and engaging curriculum, and purposeful instruction. OCSCS' curriculum is based on the ideas of differentiation and application, as students will have multiple opportunities to apply what they learn in a variety of educational settings. For English learners, OCSCS provides a content-based EL program. In addition to using a wide variety of instructional strategies and multiple informational sources, teachers draw on the EL components of state-approved textbooks. During whole class instruction, teachers engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, shared readings, note taking, and interactive communications are just a few of the ways teachers create an educational environment that fosters language acquisition through content-based lessons.

Once again, it is the annual review and development of the LCAP that will examine the performance of both English language learners and formerly re-designated students in order to focus goals, programs and resources designed to accelerate student performance. Small group instruction is also provided in each subject area as content teachers and reading specialists work together to ensure continued learning for English learners. Teachers, as a function of their CLAD or BCLAD certifications, focus on differentiating classroom materials and instruction using SDAIE methods in a predominantly English speaking setting.

In addition, OCSCS provides English Language Development specialists (credentialed teachers) who work one-on-one with students to ensure that beginning and early intermediate English speakers progress at an accelerated rate. Push-in services are provided in classrooms rather than pull out programs. OCSCS is able to accomplish this with the extended amount of time provided in each subject area and at each grade-level. OCSCS offers very few electives, and those that are offered focus on and are embedded with computer science or technological opportunities. The result is significantly more time spent in core content classes in which ELD instruction can be provided.

OCSCS offers Coordinated Small Group Instruction which features screening tools and progress monitoring assessments. In essence, students not making reasonable progress are scheduled for additional learning time. Ultimately, OCSCS supports students to become thriving, self-motivated, competent, and lifelong learners.

EL Program Overview: The instructional program for English language learners at OCSCS is annually reviewed and refocused as part of the LCAP process. Our program is multifaceted, based on assessment data and student experience, and aligned with state standards both in content and English language development. More specifically, OCSCS teachers will provide English language learners adaptations in content instruction to ensure comprehensibility and authentic access to the core curriculum. These include:

- Explicit teaching of key content vocabulary through labeling of pertinent diagrams, charts, equations
- Frontloading language needed to engage in the upcoming content lesson (to categorize, hypothesize, explain, etc.)
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Frequent, clear, and supportive feedback of efficacy with specific direction on next instructional steps (what I will do; what you will do)
- Partnership in regular data analysis of their own work using quality work criteria (e.g., rubrics) for self-assessment
- Coordinated Small Group Instruction with a credentialed teacher

- English Learners are not a monolithic group and thus will receive differentiated instruction according to their identified strengths and needs.

OCSCS teachers will become informed about a student’s educational background and use assessment data for framing instructional decisions. Our commitment will ensure students receive an effective ELD and/or intervention program and move into the inclusive instructional program and experience academic success as quickly as possible. We are also committed to ensuring that English Learners are not placed in remedial or low level content classes based on their knowledge of English, but rather at the highest level course possible based on their instructional level in that content. We have identified specific needs and the types of intervention to provide for EL students.

10. Plan for Special Education

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, these students can expect access to appropriate special education and related services. As a public charter school, OCSCS is responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)]. OCSCS complies with all State and Federal laws for special education including Child Search/Find efforts. These efforts will include:

1. The establishment of a Student Study Team process to exhaust all general education alternatives before a referral to Special Education is made
2. The inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities, including a responsiveness-to-instruction and intervention (RtI2) model of proactive support and determination of specific learning disabilities
3. Annual inservice for faculty regarding the identification of children with disabilities
4. Annual and on-going inservice for faculty regarding inclusive practices, instructional design, and support

Initial identification follows the state guidelines for referral for testing beginning with Student-Study Team recommendations for curricular or behavioral accommodations. We acknowledge that if a student’s needs warrant such a referral, that referral for special education may be made directly without proceeding through the SST process. In addition, a responsiveness to intervention and instruction (RtI2) model will be crucial in reducing the need for special education referrals, and for collecting and analyzing data for the purposes of improving instruction, assessing progress, and measuring responsiveness to intervention. Students who continue to struggle will be referred to the SELPA personnel for testing and evaluation, and the information collected through these practices will be essential. An IEP will be developed for

students who qualify for special education supports and services, in compliance with all provisions in IDEA 2004 (Section 300, Part B).

OCSCS will utilize the RtI2 model (a model of multi-tiered system of support). This three-tiered model of intervention begins with the research-based general education classroom instruction all students participate in as part of their English Language arts, history social science, science, computer science and mathematics curricula. Students who are not progressing also participate in Tier 2 support (small-group supplemental instruction) in addition to their Tier 1 curriculum. Data is collected to monitor their progress and continuously analyzed to improve instruction. This necessitates the close collaboration of special and general educators, who will work within the classroom to design and deliver Tier 2 instruction and assessment. Students who continue to exhibit significantly low achievement, and insufficient response to intervention will receive Tier 3 intensive instruction. This includes daily one-to-one specially designed instruction through the push-in model, and weekly assessment for progress monitoring. Students who have not responded to the tiers of intervention may be considered for an assessment for special education and related services under any of the appropriate eligibility criteria.

Our model of collaborative teaching has positioned OCSCS general and special education staff in an ideal environment for meeting the needs of our special education students, as well as those who are participating in RtI2.

In addition, OCSCS' overall philosophy of small-group and individualized teaching ensures that these processes for supporting special education students are not disconnected from the general education curriculum and instruction. We will seek to work with one of the leading researchers in the field related to special education and inclusion, Dr. Lee Ann Jung. Within the first year of implementation our staff will receive professional development and support from Dr. Jung.

Families seeking an inclusive educational environment will be encouraged to consider OCSCS regardless of the nature or severity of the student's disabilities. OCSCS will continue to offer a continuum of services as special education is not a place. It is a service. We expect the percentage of students with IEPs enrolled at OCSCS to reflect the proportion of persons with disabilities in the general public and the school district. In 2023-2024, 10.5% of the school's population that OCSCS is converting to had active IEPs and were supported in our fully inclusive school program.

We are committed to working to appropriately search, identify, and provide support and services such that students with identified special education needs are included and thrive at OCSCS. The special education team, which includes but is not limited to our site-based school psychologist and Education Specialists, will conduct assessments for Special Education services in accordance with legal obligations set forth by IDEA. Access to general education curriculum and special

education supports and services is crucial for students with identified disabilities. Therefore, special education at OCSCS will continue to be delivered through teams led by credentialed special educators with expertise in inclusive practices. As a PYLUSD affiliated charter school, the school plans to operate as a school of the district for the purpose of Special Education under the LEA PYLUSD which is a member of Northeast Orange County SELPA. OCSCS will continue to utilize existing PYLUSD resources and employees to provide special education support and services detailed in each student's IEP. Related services (e.g., speech and language pathology, occupational therapy, vision therapy, adaptive physical education, etc.) are provided through PYLUSD service providers.

Students will benefit from having a special educator readily available and knowledgeable in the content and the unique support strategies effective for students with disabilities. A Triangle of Supports articulating the needed curricular accommodations, assistive and augmentative technology, and personal supports will guide IEP development, and ensure that general education curriculum and special education supports and services are seamlessly delivered.

As a school of the district, OCSCS will fall under the leadership of Northeast Orange County SELPA, which includes PYLUSD and Brea-Olinda Unified School districts.

OCSCS shall comply with all programmatic and legal obligations for services for students with disabilities. This includes the following:

- Initial Identification and Reevaluation
- Parents and public agency requests for initial evaluation [CRF 300.301 (b)]
- Initial evaluations conducted within 60 days of signed parental consent for evaluation [CRF 300.301 (c)]
- Reevaluations at least once every three years [CRF 300.303 (a)]
- Evaluation before any change in eligibility [CRF 300.305 (e)]

Individualized Education Plans (IEP)

- Development of the IEP team, including general education teachers, administrators, and the student in accordance with person-centered planning [CRF 300.321 (a)]
- Informing parents of the IEP team members [CRF 300.322 (b) 1]
- Post-secondary goals and transition services [CRF 300.320 (b)]
- Ensuring that the IEP is accessible to those responsible for implementation [CRF 300.323 (d)]
- Annually review and tri-annual evaluations [CRF 300.305 (a)]
- Transferring of rights upon age of majority [CRF 300.320 (c)]
- Notification of rights and procedural safeguards [CRF 300.504]

IDEA grants families receiving Special Education services the opportunity to present and resolve complaints. IDEA grants parents an opportunity to present and resolve complaints with respect to any matter relating to the identification, evaluation or educational placement of their child or the provision of a free appropriate public education to their child. Written complaints may be filed with the school district or the state or federal agencies.

Student progress will be monitored using a response to intervention (RtI2) model consistent with the school-wide approach detailed in our common assessment process (looking at student work and students at work). As with other areas of need at OCSCS, professional development for special educators will focus on student work. Leaders in the educational field will provide regular guidance, support, mentoring, and professional development to the entire OCSCS staff, including the special education teachers.

Element B: Measurable Student Outcomes

Our state relies on the Smarter Balanced Assessment that tests the California State Standards. English learners will continue to take the English Language Proficiency for California (ELPAC). We will continue to target and measure reclassification rates for English Learners. While we plan to still administer this summative assessment, we recognize that this is a short-sighted approach to measuring student progress and outcomes. OCSCS will employ a multi-measure approach to include quarterly benchmarks within the core competencies, a writing assessment midway through the school year, and students will participate in interim assessment benchmarks. We will consider additional benchmark achievements including but not limited to the “Schools to Watch” designation. OCSCS will adhere to PYLUSD testing calendars and procedures for state mandated tests. We will participate in an annual district site review of programs during which PYLUSD staff compare data from sites that students would have attended to measure our progress against the designated school of attendance. Additionally, we plan to utilize the Demographically Similar Schools from California Charter Schools Association to measure our progress against schools with similar demographics.

Element C: Methods for Measuring Outcomes and Other Use of Data

OCSCS is committed to focus programs, services and resources on the expected annual measurable objectives that will be specified through our LCAP. We take responsibility to adjust resources and programs when expected outcomes are not met. When performance data identifies new unmet needs, we will produce new annual measurable outcomes. The following goals and measurable objectives will guide our efforts through our initial charter petition.

Goal 1: OCSCS will accelerate student achievement through high quality instruction, systematic attendance monitoring, enrollment in a broad course of study, and participation in expanded academic and non-academic opportunities that includes study skills (self-management/self-regulatory) development. *Note: CAASPP Comparison rates were determined based-on the school that OCSCS converted and formerly known as Bernardo Yorba Middle School.*

Expected Annual Outcome

1. Increase CAASPP ELA proficiency (meet and exceed standards) in year 1 from 55.8% to 58%. Then each year after we will target an annual 2% growth.
 - a. For English Learners increase proficiency in ELA in year 1 from 0% to 5%. Then each year we will target an annual 2% growth.
 - b. For Socioeconomically Disadvantaged students increase proficiency in ELA in year 1 from 39.81% to 42%. Then each year we will target an annual 2% growth.
 - c. For Students with Identified Disabilities increase proficiency in ELA in year 1 from 18.75% to 20%. Then each year we will target an annual 2% growth.
2. Increase CAASPP Math proficiency (meet and exceed standards) from 48.28% to 51%. Then each year after we will target an annual 2% growth.
 - a. For English Learners increase proficiency in Math in year 1 from 11.1% to 13%. Then each year we will target an annual 2% growth.
 - b. For Socioeconomically Disadvantaged students increase proficiency in ELA in year 1 from 34.60% to 37%. Then each year we will target an annual 2% growth.
 - c. For Students with Identified Disabilities increase proficiency in ELA in year 1 from 16.67% to 18%. Then each year we will target an annual 2% growth.
3. Establish a baseline of at least 60% of students scoring “proficient” on the OCSCS annual writing benchmark exam. Then each year we will target an annual 2% growth.
 - a. Given we currently do not have baseline data available for Long Term English Learners, McKinney Vento or Foster youth, we want to target the levels of proficiencies within these groups on the writing benchmark exam to show at least 40% of students within this category as proficient on our annual writing benchmark assessment.
4. Increase the percentage of student growth annually by 2% on each sub-domain (reading, writing, speaking, and listening) on the ELPAC.
5. Maintain a minimum of 89% attendance. We expect to improve up to a 94% attendance rate within 5 years.

Goal 2: OCSCS will maintain a welcoming, inclusive climate and culture that honors student voice and

family perspectives.	
Expected Annual Outcome	<ol style="list-style-type: none"> 1. Establish membership in an OCSCS parent leadership team of at least 20 parents. Increase our parent leadership team by 5 parents each year annually. 2. Establish attendance of parent academies such that 30% of families attend an academy each year. 3. Increase student perspective of being valued to at least 80% as measured on the PYLUSD annual stakeholder survey. 4. Establish the percentage of students who are involved in at least one extra-curricular activity to at least 50%. 5. Establish student perspective of the climate of OCSCS by increasing the overall PYLUSD annual stakeholder survey by 3%.
Goal 3: OCSCS will maintain a fully credentialed instructional staff, with allowances for intern teachers in high needs areas such as but not limited to Special Education, who will deliver high quality content in a clean, safe, functional school facility.	
Expected Annual Outcome	<ol style="list-style-type: none"> 1. Teachers (100%) will engage in at least 20 hours of professional learning each year. 2. At least 10% of the teaching staff will hold Leading Edge certification (currently 0%). 3. The buildings/facilities meet required operating standards. 4. Provide 100% of students with access to books and materials that are related to the appropriate content standards.

As a district affiliated charter, we will participate in the larger LCAP process for PYLUSD, however, will develop and present a separate LCAP for OCSCS. As we engage in the LCAP process annually with the district we will use the following guiding questions:

1. How do the actions/services address the needs of all students and did the implementation of those services result in the desired outcomes?
2. How do the actions/services address the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the services implemented in those actions result in the desired outcomes?
3. How do the actions/services address the identified needs and goals of our specific school site and were these actions/services effective in achieving the desired outcomes?
4. What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5. What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6. What differences are there between budgeted expenditures and estimated actual annual expenditures? What are the reasons for any differences?

Element D: Governance Structure

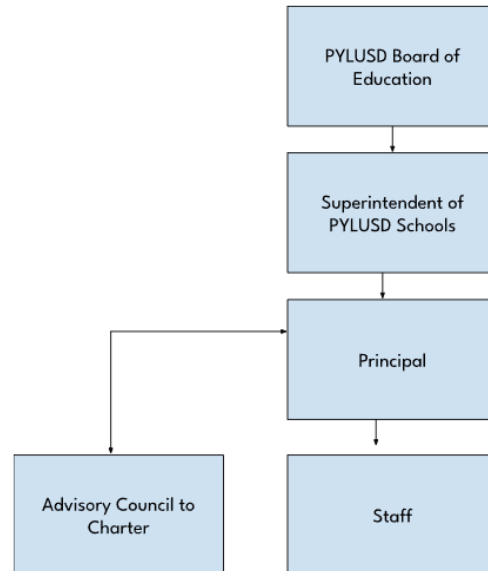
Founding Principle: The governance of Orange County School of Computer Science will be a working model for the mission of OCSCS, serving all of its members as a significant and impactful learning tool. Thus, school governance will be an integral and essential component of the school's curriculum and its purpose as a learning organization.

General Governance Structure: Given that OCSCS is a district affiliated charter school, similar to other PYLUSD schools and programs, the PYLUSD Board of Education will serve as the governing board of Orange County School of Computer Science. The PYLUSD Board of Education works collaboratively with the Superintendent of PYLUSD to oversee the governance of OCSCS. The governing board and superintendent will be responsible for:

- Hiring and evaluating the principal of the school.
- Approving and monitoring the implementation of general policies of the school.
 - These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the school's annual budget.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Contracting with an educational management organization, if deemed appropriate.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.

Because OCSCS is under the governance of the PYLUSD Board of Education, the Board Meetings will be regularly scheduled on a monthly basis per the PYLUSD board meeting schedule. The PYLUSD Board meetings are held every 2nd Tuesday of the month. As the Superintendent and the Board appoint the principal of the school, the principal will be tasked with forming an advisory council to support and advise the principal.

The following is the organizational chart:



Ultimately, all decisions related to the school will be made by the OCSCS Principal. The Principal will seek guidance from the OCSCS Advisory Council, but ultimately all decisions are the final decision of the Principal. Given that OCSCS has an Advisory Council, OCSCS will not convene a school site council. Annual goals, recommendations, on-going feedback and stakeholder engagement will be conducted by the OCSCS Advisory Council in lieu of the School Site Council.

OCSCS will continue to convene the English Language Advisory Committee (ELAC). The purpose of ELAC is to ensure that our English Learner Stakeholders have the opportunity to gain an understanding and engage in a feedback back process that allows an on-going relationship with the school related to meeting the unique needs of English Learners. ELAC is intended to empower families with knowledge related to the English Learner program offered at OCSCS, engage discussion around family and school support, and to welcome families into the progress monitoring process.

OCSCS' Site Administrative Team. Every adult at the school will have some level of appropriate formal and informal instructional, tutoring and mentoring involvement with students. This is particularly important as it relates to the roles and responsibilities, philosophy and credibility of every member of the administration team.

OCSCS' current Site Administrative Team includes:

- Mrs. Beth Fisher, site Principal. The principal will be responsible for day-to-day operations of the school program and facility. She will coordinate annual evaluations of staff and manage an ongoing plan of classroom observation, professional development, data analysis and decision-making. No site activity (to include but not limited to service, research, partnership, budget, program, intervention) will be initiated or occur without Mrs. Fisher's knowledge and input. Mrs. Fisher will regularly meet and work with students, parents and community members as integral partners in student success.
- Mrs. Rachael Collins, site Assistant Principal. Mrs. Collins is responsible for implementing a positive school-wide behavior expectations program and developing a clear site discipline plan that supports students with reflective and restorative behavioral learning. Mrs. Collins will support the Principal, Mrs. Fisher, in staff evaluations. In addition, she oversees staff responsible for the physical plan, counseling and Associate Clinical Social Worker and/or Licensed Clinical Social Worker employees, student government, and the athletic program. Mrs. Collins will report to Mrs. Fisher, site Principal.

Orange County School of Computer Science Advisory Council: OCSCS' Advisory Council members were appointed based on their past or current role as a parent or community member in the surrounding school community, professional expertise in organization, youth development, management, and/or Computer Sciences and careers. Additionally, current teachers have been selected by the principal to serve on the Advisory Council. Finally, because our work centers around serving students, student representatives will be appointed to the council. The Charter Advisory Council will review the charter's plans, programs, and performance reports with respect to the school's vision and mission and to review how all required responsibilities are properly executed. The decision making-model that will be used throughout the governance structure will primarily be collaborative in nature. The intent will be inclusive; providing voice throughout the organization. Advisory Council appointments shall run annually with an allowance of renewed appointments. OCSCS has a vested interest in making connections within the greater society and will allow business professionals, professionals within the Computer Science or other technology related fields to sit on the Advisory Council, as they will have access to participate via Zoom. While the Advisory Council will have the opportunity to review the operations of the school, ultimately the PYLUSD Board of Education will have the final voice in all appropriate organizational policies. At the time of the petition, the following members have been appointed by the principal to serve on the inaugural Advisory Council. Please note that the following representatives are preliminary members and final appointments will be determined once the charter has been approved and OCSCS begins enrollment. The principal is the one to appoint members of the Advisory Council and maintains sole discretion of who serves on the advisory council. Terms of serving on the Advisory Council are annual and members can be re-appointed. The following is an initial list of the members of the OCSCS Advisory Council, including the areas they represent:

- Mr. Phil Seitz, founding teacher leader of OCSCS
- Mr. Isaias Campuzano, founding teacher leader of OCSCS
- Ms. Michele Daetweiler, founding teacher leader of OCSCS
- Ms. Emily Murray, founding teacher leader of OCSCS
- Mr. Allen Goddard, founding teacher leader of OCSCS
- Mrs. Julie Masone, founding teacher of OCSCS
- Ms. Sara Gonzalez, founding classified leader of OCSCS and community liaison
- Mrs. Jocelyn Brodowski, community parent and advocate for inclusion
- Mr. Steve Vartanian, former parent volunteer, youth sports coach, local realtor, and long time Yorba Linda resident
- Mrs. April Gavrilovich, parent of an OCSCS student
- Mrs. Erica Perez, parent of an OCSCS student
- Mr. Gary Farrell, parent of an OCSCS student

Element E: Qualifications of School Employees

Teachers. Faculty members are fully credentialed teachers. OCSCS will allow for intern teachers in high needs areas such as but not limited to Special Education. Every attempt is made to ensure that teachers and administrators are fully qualified. A focus of our school is to ensure the highest quality teachers. In the next five years, we are going to increase the number of teachers who hold advanced degrees and/or hold specialized certifications. In addition to ensuring compliance with state and local hiring laws and mandatory clearances such as fingerprinting and TB tests, the plan for selecting and hiring additional and future teachers will be based on an application which identifies an individual's credential as highly qualified in their content area. Our selection process includes potential observations of each individual's current teaching by a team of administrators, teachers and students, the review of a beyond standards-based lesson plan within the context of Computer Science, an interview and formal presentation, and positive reference checks.

Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the school's participation in the PYLUSD new teacher induction program. All new teachers participate in two years of induction, in which they receive intensive support from experienced teachers who guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. Our administrative team will hold new teacher meetings regularly to provide further professional development on instructional, curricular, and classroom management practices. Because the turnover rate among teachers is low, we have been able to cultivate a growing level of expertise among the faculty.

Teacher monitoring is based on classroom observations (both formal and informal) that occur several times each year. OCSCS will follow the negotiated APLE union contract related to observation cycles.

OCSCS' leadership encourages staff to continue their formal professional development. As a standard practice, school leaders meet with individual staff to discuss graduate degree programs that will increase their subject area and teaching mastery.

OCSCS provides professional development monthly. In-house staff development includes developing special education accommodations and modifications, restorative practices, using technology in the 21st century, and a gradual release of responsibility instructional framework. OCSCS' administrators and teachers present all of these staff development opportunities. We invite some of our outside consultants and coaches to participate alongside us in our learning as well.

The Teachers will:

- implement curriculum and instruction
- provide counseling and mentorship assistance for specific students
- monitor student achievement and regularly report to parents
- participate in extracurricular activities for the pupils of the school
- engage in a personal professional development plan
- perform other duties as assigned

Qualifications:

- valid California Teaching Credential demonstrating subject matter expertise
- evidence of effective communication skills
- demonstrate knowledge of research-based practices

Administrators. The Site Administrative Team at OCSCS includes a Principal and Assistant Principal. The administrative team will provide leadership, vision, and strategic direction for school functions, including instruction, accountability, partnerships, facilities management, and community relations. The administrative team takes responsibility for improving and implementing school changes with input from the faculty and staff. These initiatives are based on identified student needs, faculty initiative, and/or administrative directives. As we continue to grow, we will look for opportunities to add additional administrative support (see Appendix C).

Counselors. There will be two types of counseling services provided at Orange County School of Computer Science (OCSCS): A schoolwide counselor who holds a Pupil Personnel Services Credential (PPS) and a site-based social worker. The site-based social worker will have the expectation of holding a PPS credential and should have at a minimum an associate clinical

social work credential. The differentiation between the two counselors is that our school-wide counselor is primarily responsible for academic counseling, which includes creating a six-year academic plan to ensure students are educated and prepared for A-G completion. Additionally, our school-wide counselor will service the basic needs of students. Our school-wide counselor will work actively with parents to support needs identified by students and parents. Our second counselor is intended to support more intensive needs. While our second counselor can play a support in serving the school-wide needs, this individual's primary focus is to support intensive needs as identified by students and parents. To work with the second counselor, consent by parents is required. At OCSCS we believe in involving our parents in all decisions related to their students, including academic and non-academic needs.

School testing, multiple measure assessment, as well as nonacademic data, including attendance, discipline, and climate survey results, are presented to the faculty on an annual basis and teachers are encouraged to utilize the data to strengthen their instruction. School performance data is also available to the community on the school website in the form of the School Accountability Report Cards (SARC). In addition, we will provide the California Department of Education data links. We recognize the need to use data to inform decisions that focus on all students achieving the academic standards. During weekly grade level meetings, teachers examine data in order to alter or adapt their curricula to address the critical academic needs of the students. The use and analysis of a competency-based assessment system has allowed for teachers to focus on specific student outcomes.

Administrators use data to inform curricular and school-wide decisions and activities. Teachers are supported to use this information to determine what the additional instructional needs are. In an effort to provide additional opportunities for more students to benefit from increased academic rigor, honors contracts will be offered for every student in every core academic course. Our school-wide counselor will support the administrative team and teachers in the development of honors contracts.

The Principal will

- Manage all affairs of the school consistent with OCSCS policies and procedures, including general control and supervision of certificated and classified staff hired at the school, including the selection of an assistant principal
- Designate specific responsibilities to the assistant principal
- Implement and evaluate curriculum and programs
- Facilitate staff innovations to improve instructional practices
- Supervise and evaluate performances of all hired personnel; recommend appropriate actions in cases of substandard performances; identify and encourage teachers with leadership potential

- Provide leadership and direction for the development and administration of an on-going program of staff development for certificated staff
- Direct the assignment of all pupils in such a way as to maximize their learning and growth
- Oversee pupil progress and ensure direct reports to parents
- Develop school plans and organizational procedures for the health, safety, discipline, and conduct of pupils
- Plan, supervise and direct the business operation of the school, including management of all assigned budgets
- Facilitate effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds
- Direct a program of extracurricular activities for the pupils of the school
- Carry out a program of community relations as a means of interpreting and furthering the school program through parent and/or other community organizations
- Supervise and coordinate the services of resource teachers, resource specialists, tutors, counselors and/or curriculum consultants assigned to assist teachers in the instructional program
- Perform other duties as assigned

Qualifications:

- Post graduate degree in education or related field
- Experience as a school administrator and a demonstrated record of effective administration and related instructional experience
- Minimum of a master's degree in curriculum, instruction, counseling and/or education leadership
- Effective communication skills
- Knowledge of research-based practices and professional development

Instructional Aides, Learning Facilitators, and Walk-on Coaches. Further, non-credentialed instructional aides will continue to be employed at OCSCS to support the service delivery model of IEPs and provide academic support for our inclusion model. Instructional aides are currently existing employees of PYLUSD and serve the same role as other instructional aides across PYLUSD.

As we grow, learning facilitators and walk-on coaches will service as instructional support for our elective programs. Learning facilitators are paraprofessionals who will specifically support our elective programs (Esports, Computer Science elective, and Computer Graphics), and will be added to help facilitate instruction delivered by the credentialed elective teachers in order to support student engagement and learning. Our walk-on coach model is intended to help support our physical education program. Before any of these individuals interact with students, they will

be interviewed by OCSCS staff and obtain all necessary clearances for student contact (fingerprint clearance, TB clearance, completion of mandated reporting requirements training, etc.).

Professional Development Model: In terms of the delivery of professional development, OCSCS uses a three-part professional development model:

1:all. These whole faculty sessions are used to introduce initiatives, motivate and challenge staff, and to provide a sense of the larger community. These sessions set the tone for the year and remind us why we are public school educators. In addition, these whole faculty sessions provide the administration an opportunity to clarify expectations, acknowledge individuals who make a difference, and to focus on school-wide systems that support student behavior expectations and rewards as well as addressing needs such as accommodations and modifications for students with disabilities.

1:4. On a monthly basis, teachers attend a professional development session and meet in groups of 4 during sessions we call “coaching corners.” One of the four teachers has previously identified a specific content literacy strategy or instructional approach on which he or she will provide coaching. The topics range from creating anticipation guides to accommodations for students with disabilities to effective writing prompts. During the session, the coach provides a 10-minute overview of the strategy and how he or she uses it. Each of the four teachers then rehearses the strategy in front of their peers. We know that this rehearsal increases the likelihood that teachers will implement the strategy when they return to their classrooms.

1:1. The final component of our professional development plan involves teachers engaging in a small group PLC process with one another on an individual basis.

Additionally, we have structured professional development and learning into the teacher work day for Core Competency Teachers. Below is a sample schedule that is inclusive of aspects of the teacher professional work day on Tuesdays for English Language Arts, History, half of the Graphic Arts, and Spanish Literature teachers and on Wednesdays for Math, Science, half of the Graphic Arts, and Music teachers. Teachers will ultimately collaboratively build the yearly teacher work day schedule utilizing these tenets. Pending the needs of the school, professional development may be foregone for a week to allow for additional time for progress monitoring or organizational planning for Coordinated Small Group Instruction.

Core Competency Teacher Professional Day			
Topic	Start Time	End Time	Total Minutes
Teacher Preparation & Meetings	8:20am	9:20am	60 minutes
Break	9:30am	9:40am	10 minutes
Professional Development	9:40am	10:40am	60 minutes
Break	10:40am	11:00am	20 minutes
PLC <i>PLCs are operated per APLE MOU related to PLCs</i>	11:00am	12:00pm	60 minutes
Lunch <i>Duty Free</i>	12:00pm	12:30pm	30 minutes
Preparation time* <i>Lesson planning, progress monitoring, establishing Coordinated Small Group Instruction Groupings, etc.</i>	12:30pm	3:30pm	180 minutes
<p><i>*English Language Arts and History, half of the Graphic Arts, and Spanish Literature will have their professional work day on Tuesdays Science and Math, half of the Graphic Arts, and Music will have their professional work day on Wednesdays</i></p>			

Element F: Health and Safety

OCSCS complies with all applicable safety laws. OCSCS requires each employee comply with fingerprinted Sections 44237 of the Education Code including the requirement, as a condition of employment, each employee (even those 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.

OCSCS will annually develop a school safety plan, which includes the safety topics listed in Education Code section 32282, subdivision (a)(2)(A)-(J). (Ed. Code, § 47605, subd.

(c)(5)(F)(ii).) OCSCS will review and update the school safety plan by March 1 of every year. (Ed. Code, § 47605, subd. (c)(5)(F)(iii).)

In addition, OCSCS and PYLUSD complies with legal requirements for screening any contractor or service provider who has student contact or access at the school within the school day. OCSCS conducts initial and on-going tuberculosis screenings of employees as well as screenings of all adults who come in contact with students, as required by law. OCSCS provides CPR training for all site staff. In addition, all employees are provided in-service education on an annual basis related to child abuse prevention, mandated reporting of child abuse or neglect, workplace safety, disaster preparedness, administration of medication, and drug-free workplace policy. Mrs. Beth Fisher will ensure that employees are provided with this in-service education as well as professional development in school improvement, quality instruction, and culture building.

The school access rules and requirements are consistent with the law and state: No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code sec.627).

OCSCS has health, safety, and risk management policies that will be developed in consultation with PYLUSD insurance carriers and risk management experts. In addition, OCSCS has processes for natural disaster drills and responses consistent with Education Code requirements.

OCSCS requires health screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a traditional Public School [Ref. California Education Code 49451, 49452,49455]. Immunizations of students are a condition for attendance to the same extent as would apply if the student attended a non-charter public school. If the family of a student was e not able to provide the school proof of immunization at the time of registration, they will be referred to County Health or their private provider.

OCSCS is responsible for obtaining appropriate permits from the local public entity with jurisdiction of the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. The school will maintain on file and ready for inspection a copy of facilities inspections occurring after its initial occupancy.

As a District-affiliated charter school OCSCS will comply with all applicable District policies and procedures relating to suicide prevention and the requirements of Education Code section 215.

Element G: Non-Discrimination: Achieving Racial Balance

Consistent with the Ed Code 47601, OCSCS is committed to providing parents and pupils expanded choices in the types of educational opportunities that are available within the public school system. OCSCS will adopt and remain committed to inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal laws and requirements. OCSCS policies will be developed in consultation with the CA Charter Schools Association, reviewed by counsel and approved by the PYLUSD Board which shall ensure that attendance accounting records meet the standards prescribed in Education Code section 47612.5.

We expect OCSCS will serve a heterogeneous cross section of the local geography in which the school is positioned. This includes students who are both high and low achieving, as well as a proportionate number of students who are learning English as a second language, redesignated fluent English proficiency pupils, and those requiring special educational services. We do want applicants to understand the school's organization and computer science focus, and to accomplish this we will schedule a number of family orientation meetings each winter and spring. OCSCS will track and analyze records in order to meet its goal of serving a student body that reflects the diversity of Orange County's overall student population.

OCSCS will actively recruit a representative cross section of Orange County's student population at large and toward this goal, at a minimum, do the following as it strives to achieve a racial and ethnic balance of students that reflects the general population of Orange County:

- OCSCS staff will contact every PYLUSD elementary school administrator
- Elementary schools elsewhere in the County will also be contacted

Attempts will be made with each contact to: 1) have OCSCS staff present at parent meetings that are attended by sixth grade families; 2) have OCSCS participate and present at school functions designed to support matriculation activities and decisions; 3) provide registration and program information materials at these meetings. All information will be offered in English and Spanish and will also be prepared in any other language in which that school typically provides translation;

In addition, recruitment will occur at charter schools currently serving elementary students.

- Expect to expend at least 20 hours of staff time annually in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds. Outreach will extend to neighborhood organizations and associations and through local community and religious communities. All outreach sessions will be presented in English and Spanish.
- Expect to expend at least \$500 annually on print and electronic materials to include media, flyers, and direct mail that serve to recruit applicants of diverse backgrounds.

OCSCS has a policy related to open enrollment periods. Adopted policy will include the following: OCSCS establishes an open enrollment period of at least 90 consecutive days each year beginning in late fall. Notice of the open enrollment period, the admissions process, and the system for any lottery will be included in public literature. This includes the appropriate recruitment materials, advertisements and forums mentioned above. These periods will be adjusted if the number and diversity of applicants is insufficient in comparison to the number of openings and the current make-up of the student body. OCSCS will maintain auditable records of the above activities and expenditures and also maintain an accurate accounting of the ethnic and racial balance of students enrolled. The OCSCS Advisory Council and annual school reports will regularly include that data.

Recruitment materials will include information about the school mission, programs and services. It will be provided in multiple languages with clear directions regarding how to access additional information. OCSCS will maintain auditable records of the above activities and expenditures and maintain an accurate accounting of the ethnic and racial balance of enrolled students enrolled in the School.

Element H: Student Admission Policies and Procedures

OCSCS endeavors to accommodate all students who seek enrollment. As stated in Education Code 47605, subd. (e) (1), all pupils who reside within the former attendance area of the former school will attend OCSCS should they desire. Should families within the former attendance area of the former school not want to attend OCSCS, families need to complete the choice transfer application process through PYLUSD.

After pupils within the attendance boundary have been enrolled, students from outside of the boundaries of the former school can be considered for admission through an application process. In the event that the number of applications from potential students exceeds the number of spaces available within a grade within the school, OCSCS conducts a random public lottery. Priority in the lottery is provided to:

1. Siblings of current students

2. Children of members of the Charter (children of employees and children of board members are limited to a combined total of no more than 10% of total school enrollment)
3. All other students permitted by law

The lottery will be designed to establish a diverse student population, adhere to state and federal laws and Public Charter Schools Grant Program (PCSGP) policy, use the following rules and procedures, and is communicated to all interested parties at least 30 days prior to holding the lottery:

- The school enlists the services of an outside agency to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery takes place within 30 days of closing the open enrollment period, which will be at least 90 days long.
- The lottery takes place on the school campus in a facility large enough to allow all interested parties to observe the drawing or at another public venue near the school large enough to accommodate all interested parties.
- The lottery takes place on a weekday evening, or when most of the interested parties that wish to attend may do so.
- The lottery will be a visible event. A simple computer based randomizer will be used to select names.
- All interested parties know prior to the lottery how many openings are available in the school and in the different grades served by the school.
- As space becomes available during a school year, the School mails a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter gives the applicant five full business days from receipt of the letter to notify the School Principal or clerk, verbally or in writing, of the applicant's intentions. The School also attempts at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the School eliminates the applicant from the pool and proceeds to the next eligible applicant.
- All waiting lists extinguish annually at the end of the School's formal academic year, or as otherwise determined by the PYLUSD Board.
- OCSCS will certify that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. OCSCS shall defend, indemnify and hold harmless the District from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

As families enroll in OCSCS, the school will provide ample opportunities for engagement and equal opportunity access to enrollment in the school. The following will help guide policies and procedures related to admission:

- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.

- No child shall be denied admission to the school if a parent chooses not to participate in volunteer work at the school.
- Tuition will not be charged.
- Students will be considered for admission without regard to their religion, ethnicity, national origin, gender or sexual orientation, disability and/or prior student performance.
- OCSCS will comply with all laws establishing minimum and maximum age for public school attendance.
- Admission to the school shall be open to any pupil who wishes to attend
- Prospective students and their parents will be briefed and given a handbook regarding the school's instructional and operational philosophy, informed of all student-related policies, parent participation, expectations involving attendance, homework and school visits.

Applications for enrollment are accepted for a 90-day period in late fall and early winter each year. Applications received outside that period can be considered only if there is no grade level waiting list created by a lottery for those who applied during the open enrollment period.

Element I: Annual Financial Audit Processes and Required Budget Information

1. Required Budget Information

OCSCS has developed a sample five-year budget that supports the mission and goals proposed in this Charter (See Appendix D). The financial plan is intended to fulfill the terms of Education Code section 47605(h) and provide financial information about the charter school. This is an informational document and does not constitute a legally binding contract or agreement.

- OCSCS average daily attendance is projected to be 561 for the initial year (600 x 93.5% attendance)
- OCSCS is projecting to increase student enrollment to up to 1,000 students during the first five years
- OCSCS fiscal management will be the responsibility of the charter school and PYLUSD
- Individual line-item assumptions are shown in the five-year plan (See Appendix D)


As a District affiliated charter school, OCSCS' fiscal operations will be provided by PYLUSD. OCSCS shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

2. Financial Reporting (Including Audits)

As a District affiliated charter school, OCSCS will not provide for a separate audit but will be included in the annual audit for PYLUSD.

Element J: Discipline Including Suspensions/Expulsion Procedures

OCSCS will apply a positive and comprehensive discipline approach. How students behave is secondary to our rigorous educational program. All staff members will hold high expectations for all stakeholders within our community (students, parents, staff, and community members). OCSCS will apply a multi-tier system of support (MTSS) framework that has explicit behavioral expectations embedded. To support the achievement of a positive behavioral approach, our school will continue to utilize school-wide Positive Behavior Interventions and Support (PBIS). OCSCS values positive interactions among all stakeholders. Below are some examples we have expressly outlined below through a behavioral matrix:

		FROM LEARNERS TO LEADERS				
	ENTERING & EXITING CAMPUS	LEARNING SPACES & INSIDE BUILDINGS	LUNCH LINES & LUNCH TABLES	BLACKTOP & ACTIVITIES	RESTROOMS	
KINDNESS	<ul style="list-style-type: none"> Respect personal space & physical boundaries Use kind words and actions Model positivity 	<ul style="list-style-type: none"> Be inclusive and kind to others Participate appropriately Ask for help Use time wisely Report incidents promptly 	<ul style="list-style-type: none"> Use good manners Use kind words and actions Throw away trash Use donation station appropriately 	<ul style="list-style-type: none"> Be supportive and kind to all Have good sportsmanship Respond maturely to conflict Pay attention to your surroundings 	<ul style="list-style-type: none"> Respect privacy Flush the toilet Wash your hands Throw away trash Respect school property Return in a timely manner 	
OWNERSHIP	<ul style="list-style-type: none"> Walk Use the cross walks Look for traffic Utilize helmet Follow supervisors directions Arrive/ leave on time Move beyond the red line 	<ul style="list-style-type: none"> Work ready mindset Use materials and equipment properly Get hall pass to leave class Use "I" statements Do your own work Respect other people's property 	<ul style="list-style-type: none"> Keep backpack with you Have your ID ready Sit down at table or bench while eating Eat your lunch with respect for those around you 	<ul style="list-style-type: none"> Follow directions Respect personal space Keep food in the quad Provide your ID when checking out equipment 	<ul style="list-style-type: none"> Have your ID card Get a hall pass Follow the schoolwide restroom policy Model safe behavior 	
LEADERSHIP	<ul style="list-style-type: none"> Arrive prepared with all materials including ID Card Put away cell phones, air pods, headphones Put away hats and beanies 	<ul style="list-style-type: none"> Enter/exit calmly Sit in assigned seat Respect personal space Keep spaces clean Respond appropriately to directions Keep away cell phones, air pods, headphones Follow teacher directions 	<ul style="list-style-type: none"> Walk Stay in single file line Respect personal space Clean up area Stay in designated areas until dismissed Use appropriate voices Follow lunch line directions 	<ul style="list-style-type: none"> Arrive/leave calmly Respect personal space Stay in designated areas Respect activities and participants 	<ul style="list-style-type: none"> Report issues immediately Return to class directly 	

At OCSCS, it is expected that students treat each other, the faculty and staff, administration, and every adult, with respect, courtesy and cooperation. Further, OCSCS teachers will treat one another, the students and their families, and the administration in a courteous fashion. Consequences for engaging in discourteous behavior may include restoring the environment, meetings with staff or administrators, the development and implementation of a behavioral contract, removal of privileges, or further disciplinary action.

OCSCS shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

- Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
- Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

OCSCS acknowledges that the District's Student Discipline and Expulsion process runs through the District and they will be the ones to provide technical assistance to OCSCS considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

No pupil shall be involuntarily removed by OCSCS for any reason unless the parent or guardian has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or

youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until OSCSC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As a school affiliated with PYLUSD, OCSCS follows the middle school code of conduct (See Appendix B).

Element K: Benefits and Compensation

District employees working at or assigned to OCSCS will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with PYLUSD. This includes but is not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, all other assigned compensation and benefits.

As PYLUSD employees, OCSCS' administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits. The District will be responsible for all the following:

1. Management and entry of all payroll into the payroll system. All payroll transactions will be recorded into the system.
2. The oversight and management of New Hire processing into the payroll system and onto employee benefits, including direct deposits and 403B programs.
3. Ongoing reporting of STRS to the School District and the Orange County Office of Education.
4. OCSCS employees will remain at the same level of PYLUSD employment as a part of their payroll, benefit, and retirement systems.
5. OCSCS employees will follow the PYLUSD salary schedule and will continue to advance employees as is spelled out by the PYLUSD annual salary schedule.

Element L: Attendance Alternatives

Orange County School of Computer Science is a public *school of choice*. No student is required to attend. Upon contact, prospective parents will be given information regarding all district programs and schools in the neighborhood. Students choosing not to attend OCSCS may attend other public schools within their home school district. Transportation is the parental responsibility for families who choose to attend OCSCS. Each parent or guardian will be informed that application and enrollment at OCSCS is independent of, and gives their student no right to admission in any other particular school, except to the extent the right is extended by the local educational agency.

Element M: Description of Employee Rights

As a District affiliated charter school, all administrators, faculty and staff of the Charter School are and shall be PYLUSD employees. All OCSCS employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. Pursuant to Education Code section 47605(f), PYLUSD employees are not required to be employed in the charter school. Pursuant to Education Code section 47605(c)(5)(M), employees are entitled to the rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

OCSCS staff shall have all the rights and responsibilities of an employee of PYLUSD. Employees shall continue to earn years of service credit in PYLUSD while working at OCSCS. In addition, they shall retain any rights to accumulated sick leave, return rights, family leave, and health coverage.

Element N: Dispute Resolution

OCSCS will always attempt to resolve any disputes with Placentia Yorba Linda Unified School District amicably and reasonably without resorting to formal procedures per Education Code 47605 (c)(5)(N). In the event of a dispute between OCSCS and the District regarding the terms of this charter or other issues regarding OCSCS and the District's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this procedure shall not be used.

In all other disputes, the dispute shall be specifically noted in the written dispute statement the District provides the school. Within 30 business days, or longer if both parties agree, of sending written correspondence, a school representative and a district representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, an OCSCS representatives and a District representative shall meet again within 10 business days, or longer if both parties agree. If the Dispute cannot be resolved by mutual agreement at the meeting, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

In the event that the District receives complaints and/or critical information from OCSCS staff, parents, teachers, partners or neighbors that are within the purview of Orange County School of Computer Science to respond to, the District shall refer such information back to OCSCS for consideration. In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, OCSCS shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the School's pupils. In such an event, the District reserves the right to take any action it deems appropriate and the School reserves the right to seek legal redress for any such actions under the law.

Element O: Closure

Should OCSCS cease operation, all assets secured from the appropriation of public funds, including private funds granted or donated to the charter school, and all assets originally transferred to the charter school by the District, shall be returned to the District. The assets of the charter school shall be first prioritized towards paying any debts of the charter school including any overpayment or over apportionment of state funding, and any and all fees or sums due to the District. The charter will comply with all portions of EC 47605, including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records". Further, the school will notify parents, students, the California Department of Education, districts affected by the closure, and the Orange County Office of Education. A copy of student records will be given to parents or guardians and the original student records will be given to the District. District property that is transferred to the charter school together with the facilities remains District property. It is not an asset of the charter school and must be returned to the District when the school closes. In the event of a school closure, Orange County School of Computer Science commits to transfer student records within thirty days and the completion of the audit within six months after the end of operations. Additionally,

should OCSCS undergo closure, the school will revert back to a traditional PYLUSD public school.

Other Assurances

1. Insurance and Risk Management

OCSCS will be covered through the PYLUSD contract for general liability insurance, workers' compensation, and other required insurance from an insurance carrier licensed to do business in the State of California with the following minimum coverages:

- Property Insurance - for the replacement value, including coverage for all assets listed in the school's property inventory and consumables.
- General Liability - At least \$2,000,000 per occurrence and \$5,000,000 in total liability insurance providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the school, its governing board, officers, agents, employees, and students.
- Workers' Compensation - In accordance with the provisions of the California Labor Code, insurance adequate to protect the school from claims under Workers' Compensation Acts, which may arise from its operation, with statutory limits.
- Automobile Insurance - To the extent necessary and in amounts appropriate for the type and use of the automobile.

Evidence of insurance coverage is available through PYLUSD Division of Administrative Services upon request and instructs the insurance carrier(s) to inform PYLUSD immediately if the coverage becomes inoperative for any reason.

2. Administrative Services

PYLUSD Administrative Services, Educational Services, Human Resources, Special Education, and other divisions/departments will provide support services for OCSCS. Services provided include accounting, fiscal services, payroll, retirement processing, technology system support, contracts, purchasing, staff development and training, and instructional support. OCSCS CAIPADS data will be submitted through PYLUSD as the authorizing agent.

3. Transportation

Transportation is available in accordance with the District's transportation plan for students who reside within the PYLUSD attendance boundaries. Transportation for students outside PYLUSDs attendance boundaries becomes the parental responsibility for families who choose to attend

Orange County Computer Sciences. While OCCSS does not expect the District to provide any transportation services for OCCSS outside of the attendance boundaries, nothing in this charter prohibits the District from providing those services.

4. Facilities

Every student will learn in a supportive and intimate middle school campus. Orange County Computer Science will be located at 5350 Fairmont Blvd, Yorba Linda, CA 92886. As a district affiliated charter school, the facilities will continue to be maintained by PYLUSD.

5. Impact on Charter Authorizations

OCSCS shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

OCSCS provides youth and their families in Orange County an additional choice in public education. OCSCS is designed to offer a diverse group of students an individualized, engaging and effective education. OCSCS prides itself on attention to rigor, relevance and relationships.

We believe our school goals, our commitment to a culture of action research and a comprehensive and informative accountability system creates the infrastructure to support our continuous improvement. OCSCS' intention is to become a beacon for other schools. Our curriculum design, our school-wide approach to literacy and professional development, our action research culture, our Computer Science immersion approach should all have transferable elements. We see our efforts as constructive to others truly interested in improving public schools.

APPENDIX A: SIGNATURES OF SUPPORT TO BRING FORWARD THE CHARTER SCHOOL PETITION

Signatures are organized first by certificated staff and then includes additional signatures from non-certificated staff who were included to show meaningful support.

[Space left intentionally blank}

PYLUSD Middle School Student Behavior Expectations and Code of Conduct

Goal & Purpose

A goal of the Placentia-Yorba Linda Unified School District is to assist each student to become productive and an effective citizen in our democratic society. We are confident that the vast majority of students will work toward this goal by respecting the rights of others, respecting personal and school property, and by practicing acceptable patterns of behavior and courtesy.

The purpose of the Code of Conduct is to ensure a safe and orderly educational climate conducive to learning. Students are expected to demonstrate responsible behavior that does not interfere with the safety, well-being, or educational opportunities for themselves or others.

In an effort to support the positive actions of the vast majority of students, disciplinary action will result when students fail to conduct themselves in an acceptable manner. A student may be disciplined for acts that are related to school activities which occur at any time including, but not limited to, any of the following:

- While on the grounds of any PYLUSD campus
- While going to or coming from home to school
- Off campus during school hours
- During, or while going to or coming from, a school sponsored activity

Non-Discrimination Statement

The Placentia-Yorba Linda Unified School District prohibits discrimination, harassment, intimidation, and bullying in all district activities, programs, and employment based upon actual or perceived gender, gender identity, gender expression, race, ethnicity, color, religion, ancestry, nationality, national origin, ethnic group identification, sex, sexual orientation, marital or parental status, pregnancy, age, physical or mental 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. Reference: BP 0410; 1312.3; 4111.1; 5145.3; 5145.7; 4119.11/4219.11/4319.11.

Compliance Officers for complaints - Employee complaints, Assistant Superintendent, Human Resources (714) 985-8406; Title IX Sexual Harassment and any other discrimination complaints, Director, Educational Services (714) 985-8656; Americans with Disabilities Act complaints, Assistant Superintendent, Executive Services (714)

985-8727; Bullying, intimidation complaints, Administrator, Student Services (714) 985-8671.

SEARCH AND SEIZURE

In an ongoing effort to maintain a safe and secure campus, the law provides school officials with the right to search students, their possessions, and their automobiles when they have a “reasonable suspicion” that a student may be in possession of contraband or dangerous objects. Reasonable suspicion may also warrant school officials’ use of a metal detector or a breathalyzer. We expect all students to be cooperative as the school official(s) will make every attempt to be unobtrusive and respectful of privacy. Failure to cooperate in a search may result in contact with parents/law enforcement and additional disciplinary action. Students should be aware that grounds for suspicion commonly includes being “out-of-bounds” without permission or a report by another student, parent, or staff member of possession of contraband or dangerous objects. Students should also be aware that they will be held responsible for any contraband or dangerous objects found in their possession as it will be considered their property. If a student should discover contraband or dangerous objects on campus, he or she should go directly to the Assistant Principal or other staff member and report it without delay. (Education Code 49050)

ATTENDANCE PROCEDURES

If a student is absent one or more days, the student must clear the absence in one of the following ways:

1. It is highly recommended that parents call the school the same day of the absence. The parent/guardian should call in every day of a student’s absence. If possible, please provide the student’s ID number. A note is required when a student returns to school if the parent/guardian has not called in.
2. If the student does not have a verified excuse, either a call by a parent or a written excuse signed by a parent, the student may have to take a temporary truancy. The student will have **48 hours** to clear the temporary truancy before it becomes a permanent truancy.

According to EC Section 48205, a student can be excused from school when the absence is:

- Personal Illness
- Medical, dental, optometric, or chiropractic services
- Personal Reasons- Funeral services for a member of the immediate family, Observation of a religious holiday, etc.
- Jury Duty
- Observation of religious holiday
- Quarantine directed by health officer
- Medical appointment for a child, if the student is a custodial parent
- For the purpose of spending time with a member of the pupil’s immediate family who is an active duty member of the uniformed services

- Serving as a member of a precinct board for an election
- Attending his/her own naturalization ceremony
- Participation in a cultural ceremony or event
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

AUTOMATED PHONE CALL

An automated phone call will go out daily whenever a student is marked absent for one or more periods. It is the responsibility of the parent/guardian to ensure absences are cleared or the student will be assigned Saturday hours. Parent/guardians are able to check attendance through the Parent Portal on Aeries.net.

EXCESSIVE EXCUSED AND UNEXCUSED ABSENCES

When a student accumulates absences the following interventions will take place:

Absences 1-7	Parent contact
Absences 8-9	Excessive excused notification to parent by mail
Absences 10-14	Parent invitation to Student Attendance Review Team (S.A.R.T.)
Absences 15-19	Parent invitation to District Attendance Review Team (D.A.R.T.). Family will be informed that any absence after the 20th must be documented.
Absence 20	Truancy intervention process initiated by Student Services and all future absences will be marked truant (code R) unless documented (code D)

ANTICIPATED EXTENDED ABSENCES

If the absence will last between one and four weeks, please contact the Attendance Specialist to be placed on a Short-Term Independent Study Contract. If the duration of absence will be greater than four weeks and is due to illness, parents should contact the Counseling Office to request a home hospital teacher.

MAKE UP WORK

Pupils shall be given the opportunity to make up schoolwork missed because of an excused absence and to receive full credit when the work is turned in according to a reasonable make-up schedule. Participation in athletics and approved activities will be considered as approved absences. Generally, students should be allowed the same length of time as the length of the excused absence to make up missed homework. The student should make arrangements with the teacher to make up missed exams immediately upon the student's return to school. Where work is difficult to make up when labs or group activities are involved, teachers should, when possible, try to assign alternative kinds of assignments in these situations. Education Code 48205

1. Make-up work, projects, examinations, etc. will not be given because of truancy.
2. It is the responsibility of the teacher to notify the students and parents of their policy and procedures for make-up work.
3. School suspension and make-up work. *CA. Ed. Code 48913 states: A teacher from any class that a student is suspended from may require the suspended student to complete any assignments and tests missed during the suspension.* Teachers are encouraged to provide homework/class work for a student that has been suspended.

OFF-CAMPUS PASS

For a student to leave the campus while school is in session, the student must have an Off-Campus Pass. The student will need to present that Off-Campus Pass when they return from the absence. For planned absences, the student must have a note signed by a parent. In the event of a personal or family emergency, the counseling or attendance office must get approval from a parent, or his/her designee, before the student may leave the campus. Please remember that phone calls for parent pick-up may delay the release of the student due to unforeseen circumstances. If the student leaves without an Off-Campus Pass, the student will be truant and will not be allowed to clear the truancy. Off-Campus Passes will be issued (except for emergency reasons) before school, during break, and at lunch from the Attendance Office.

Notes or phone calls for Off-Campus passes are not accepted from **11:45 a.m. - 12:15 p.m.** due to the high volume of activity in the attendance office immediately prior to lunch time. Students requesting to leave between **11:45 a.m. - 12:15 p.m.** must be signed out in-person by the parent/guardian.

EXCUSE TO OBTAIN CONFIDENTIAL MEDICAL SERVICES (EC§46010.1)

Students may be excused from school for the purpose of obtaining confidential medical services, without the consent of the student’s parent/guardian.

ATTENDANCE VIOLATIONS AND CONSEQUENCES

OFF CAMPUS/OUT OF BOUNDS

A student found to be off campus without a permit or out of bounds may be subject to one or more of the following:

- | | |
|------------|-------------------|
| Incident 1 | Parent contact |
| | Subject to search |
| | Saturday School |

Repeated or egregious offenses may result in one or more of the following consequences:

Parent contact
Subject to search
Behavior Contract
Suspension
Administrative Transfer

TARDY SWEEP

Students out on campus and not in their classes after the late bell rings may be escorted to the office and assigned detention or Saturday School hours.

TARDIES (per semester):

As per district policy, the Attendance Office will only excuse tardiness if you provide the office with proper documentation in relation to legal matters (court documentation), religious business (official letter from religious institution), medical visit (doctor's office note), medical illness (doctor's note).

Any student not in class on time may be subject to the following:

Tardies 1-5	Handled by teacher Parent contact Teacher assigned detention
-------------	--

Repeated or egregious offenses may result in one or more of the following consequences:

Tardy 6 or more	Referral to Counselor or Attendance Specialist Parent contact Parent conference Saturday School Behavior Contract Referral to Administration Loss of student privileges
-----------------	---

TRUANCIES (per year):

Any student who is absent from school, or tardy to any class in excess of 30 minutes, or leaves prior to the end of the school day without a valid excuse is considered truant and will be subject to the following:

Incidents 1-4	Parent contact Saturday School
Incidents 5-6	Parent contact Saturday School Parent invitation to S.A.R.T. meeting
Incident 7	Parent contact Saturday School Parent invitation to D.A.R.T. meeting

Incident 8	Parent contact Saturday School Parent invitation to District Attorney meeting
Incident 9	Parent contact Saturday School Parent invitation to S.A.R.B. meeting
Incident 10	Parent contact Saturday School Loss of student privileges Student file forwarded to probation

DETENTION

Teacher-assigned detention is served in a specific classroom designated by the assigning teacher. Students are under the supervision of the assigning or designated teacher.

After school detention can be assigned by administrators, counselors, teachers, and office personnel. After school detentions are served in a designated room for a designated amount of time. Students who arrive late will not be admitted. Students who are disruptive will be dismissed.

Removal from or failure to report to detention will result in Saturday School hours. Repeated failure to serve after school detentions may result in Intervention or School Suspension.

SATURDAY SCHOOL

Students assigned to Saturday School must bring classroom assignments, paper, writing assignments, and be prepared to study for 4 hours. Students who arrive tardy or are unprepared will be dismissed and assigned an additional day(s) of Saturday School. Students may not leave their seats unless directed by the supervisor. The Saturday School supervisor will provide nutrition breaks. The cafeteria will be open during the break for students to purchase snacks.

All school rules and regulations apply while in Saturday School. Undesirable or disruptive conduct and lack of work or effort, as judged by the supervisor, will result in removal from the Saturday School program. Removal from or failure to report to the Saturday School program may result in being placed on the Hold List, Intervention or School Suspension.

POLICIES & GUIDELINES

HEALTH SERVICES AND MEDICATION DURING SCHOOL

There is a Health Clerk on campus for a limited time each day. There also is a district nurse that covers the health needs at each school and communicates frequently with the Health Clerk. Please contact the Health Office if you would like to be contacted by the school nurse. Please indicate health issues on Aeries Data Confirmation or contact the school Health Office. Ill students cannot be sent home without parent/guardian permission, or that of another adult so designated by the parents on Aeries Data Confirmation.

If it is necessary for a student to take medication during school hours, the health care provider and parent must fill out the Request for Medication form which can be found on the district's health service website or the school Health Office. **IT IS ILLEGAL FOR A STUDENT TO BE IN POSSESSION OF MEDICATION ON HIS/HER PERSON WHEN ON CAMPUS UNLESS DOCUMENTATION FROM ISSUING HEALTH CARE PROVIDER IS ON FILE IN THE HEALTH OFFICE FOR MEDICATION BEING TAKEN.** If an exclusion for PE has been written by the health care provider, have the student bring the written statement to the Health Office. Health care providers' requests at the end of grading periods are not acceptable to excuse students for prior absences. **IT IS EXTREMELY IMPORTANT THAT AERIES DATA CONFIRMATION AND HEALTH RECORDS BE KEPT UPDATED.**

If a student is found to be in possession of undocumented medications, depending on the circumstances, action will include one or more of the following:

- Parent conference
- School suspension 1-5 days
- Police involvement
- Behavior Contract
- Saturday School
- Administrative Transfer
- Possible Expulsion

LUNCH AND DELIVERIES

ALL SCHOOLS ARE CLOSED CAMPUSES. FOR THE SAFETY OF YOUR CHILD AND SECURITY OF CAMPUS, WE WILL NOT ACCEPT ANY MOBILE DELIVERY APP FOOD ORDERS. DELIVERY DRIVERS WILL BE TURNED AWAY.

WE CANNOT DISRUPT THE EDUCATIONAL PROCESS WITH DELIVERY OF FOOD, CARDS, MESSAGES, BALLOONS, CANDY, ETC. AND WILL NOT ACCEPT OR BE RESPONSIBLE FOR ANY OF THESE ITEMS.

CAMPUS SALES AND SOLICITATIONS

Only authorized school organizations are permitted to sponsor on campus sales and fundraisers during the year. There shall be absolutely no soliciting of funds on campus for any activity that has not been approved by the Activities Office. School organizations must apply for fundraising dates through the Activities Office.

DRESS CODE

Placentia-Yorba Linda Unified School District School Board Policy establishes that students shall wear appropriate clothing and footwear and groom themselves for school in a manner that does not offend the decency of, reflect negatively on, or detract from any phase of, the educational program. The administration and staff believe that dress affects the academic environment at school and, in some cases, can be disruptive to the learning environment. Therefore, the dress code applies at all times to students while on campus or in attendance at any school event.

The following items are examples and not intended to be a complete list of dress restrictions:

- Clothing, hats, jewelry, purses, school supplies, or other accessories associated with alcohol, drugs, tobacco, sex, obscenity, bigotry, racial/ethnic/religious prejudice, weapons or violence.
- Anything deemed as gang, tagger-crew, and/or unauthorized student group related is prohibited.
- Bandanas, hairnets, chains, spiked jewelry, or any apparel deemed as dangerous.
- Any clothing normally worn as underwear or under garments should not be visible.
- Low necklines, low backlines, strapless garments, sheer or see-through clothing, visible bandeaus, bare-midriff tops.
- Bare feet are not allowed. Shoes must be worn at all times.

When fashion trends come about that compromise the learning environment or safety of our students, Administration reserves the right to adjust the dress code accordingly without prior notice.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

Repeated or egregious offenses may result in one or more of the following consequences:

Item confiscated
Alternative clothing loaned
Warning
Parent contact
Student may be sent home to change
Behavior Contract

School suspension 1-5 days

Continuous violations of the aforementioned policies will be construed as defiant behavior, which is a violation of Ed. Code section 48900 (K).

ELECTRONIC SIGNALING DEVICES (CELL PHONES)

It is the intent of the school in exercising its authority to regulate the use of electronic devices to establish guidelines and regulations that will ensure the continuation of a positive climate for learning free from unnecessary disruptions. Although state law no longer prohibits students from possessing or using electronic devices, restrictions of their use on a school campus must exist to ensure such use does not infringe upon the rights of others or interfere with classroom instruction or other school activities.

The school does not encourage student possession or use of electronic devices on campus and does not assume liability if such devices are damaged, lost, or stolen. Electronic devices shall remain turned off during class time unless teacher approval is given. If the privilege of having these devices at school is abused and the possession or use of an electronic device violates this policy, the school has the right to revoke the privilege.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

Incident 1	Warning Parent contact Teacher Issued Detention
Incident 2	Item confiscated* Parent contact Detention Saturday School
Incident 3	Item confiscated* Parent contact Saturday School Referral to Office
Incident 4	Item confiscated* Parent conference Saturday School Behavior Contract School suspension

*Item can be retrieved by the student in the office at the end of the school day. Student must provide photo ID card to pick up item; there are no exceptions to this requirement.

Upon repeated offenses, only the parent or legal guardian with photo ID may pick up item.

The school does not assume liability for any prohibited item that has been confiscated including loss, damage, or theft of confiscated item.

PHYSICAL EDUCATION

The Physical Education Department requires uniforms for all students enrolled in the regular program. The uniform will consist of a t-shirt with the student’s name on the front and shorts (no buckles, snaps, zippers, or pockets). P.E. uniforms can be purchased during the summer registration days or through the Physical Education Department at any time after registration. Socks and tennis shoes must be worn. Parents are not required to purchase P.E. attire from the school. Parents may elect to purchase the attire on their own provided the clothing items are consistent with the school’s uniform in colors and style. If you have any questions regarding the purchasing of the P.E. uniforms, please contact the P.E. Department or Finance Office.

NON-SUIT POLICY

If a student does not come prepared to class in their physical education clothes/ uniform and *refuses to use loaner clothes*, action will include one or more of the following:

Incident 1	Warning Loss of participation points
Incident 2	Loss of participation points Teacher assigned detention
Incident 3	Loss of participation points Detention Office Referral Parent contact
Incident 4	Loss of participation points Saturday School Parent contact
Incident 5	Loss of participation points Saturday School Suspension Parent conference Behavior Contract

COMPUTER, NETWORK, OR INTERNET MISUSE

Misuse includes, but is not limited to, changing program controls, wallpaper, keyboard, adding or deleting programs without permission, chat room involvement, vulgar/sexually explicit sites, or any site that is not appropriate for the education, safety, and well-being

of the student body. Personal email shall only be accessed with instructor's permission and strictly for academic purposes. USB or external drives are not permitted for use on school computers without permission from the teacher and are subject to scan/search to ensure safety. Students are responsible for the content of the drive and should be sure it contains nothing in violation of the school rules.

Depending on the circumstances, action will include one or more of the following:

- | | |
|----------------------|-------------------------|
| Detention | Parent contact |
| Saturday School | School suspension |
| Loss of internet use | Administrative Transfer |
| Class drop | Expulsion |

BICYCLES AND SKATEBOARDS

Bicycles and skateboards are not permitted on campus or in classrooms. Bicycles and skateboards must be stored in designated racks during school hours, otherwise they will be confiscated and released to the parent.

Depending on the circumstances, action will include one or more of the following:

- | | |
|-----------------|-------------------|
| Confiscation* | Parent contact |
| Detention | Saturday School |
| Police citation | School suspension |

Repeat offenses may result in confiscation for the remainder of the school year.

*The school does not assume liability for any prohibited item that has been confiscated, including loss, damage, or theft of the confiscated item.

PROLONGED PUBLIC DISPLAYS OF AFFECTION

School is a place for learning. Prolonged public displays of affection are not permitted as they detract from the learning environment. Self-control and respect for others should be kept in mind at all times.

Depending on the circumstances, action will include one or more of the following:

- | | |
|-------------------|-------------------------|
| Detention | Parent contact |
| Saturday School | School suspension |
| Behavior Contract | Administrative Transfer |
| Schedule change | Expulsion |

PRODUCT MISUSE

Misuse (violation of manufacturers' warnings/cautionary statements) or possession of **any** product (aerosol spray, compressed air products, products containing hazardous chemicals) for the purpose of mentally or physically altering one's well-being is prohibited.

Depending on the circumstances, action will include one or more of the following:

Incident	School suspension
	Parent conference
	Behavior Contract
	Police action
	Administrative Transfer
	Expulsion

DRONES

In order to ensure the safety of students, staff, and community members, the Governing Board recognizes the importance of providing guidance for the appropriate operation of and uses for Unmanned Aerial Systems (UAS) or “drones” related to academic endeavors at Placentia-Yorba Linda Unified School District (BP 3515.7). A student should not be in possession of a drone on campus unless given written permission from school principal.

Depending on the circumstances, action will include one or more of the following:

Incident	School suspension
	Parent conference
	Behavior Contract
	Police action
	Administrative Transfer
	Expulsion

The Superintendent or designee shall refuse admission to any individual or group attempting or intending to use a UAS/drone without authorization. The Superintendent or designee may suspend play of athletic or other competitions, if necessary, to remove and confiscate any authorized or unauthorized use of a UAS/drone in prohibited areas. Compliance with this policy is mandatory for District students, employees, and visitors. Appropriate disciplinary action for any violation of this policy by such a person shall be undertaken in accordance with the District’s normal disciplinary processes. In addition, failure to follow this policy may result in local, state, and federal penalties as applicable.

Suspendable & Expellable Offenses

California Education Code 48900 a-r, .2,.3,.4,.7

The following offenses listed below *may* result in suspension, administrative transfer to another high school within the district, or expulsion from the Placentia-Yorba Linda Unified School District. All incidents will be investigated by the administration of the school to determine which consequences will apply. The student may be recommended for expulsion for the following if:

- (a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct;

- (b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

California Education Code 48900

- (a) (1) Physical injury to another person
(2) Willfully caused physical injury by force or violence upon another person
- (b) Possession of weapons, explosives, or dangerous objects
- (c) Possession or use of controlled substance, alcohol, or intoxicant
- (d) Offered, arranged, or negotiated to sell a substance represented to be a controlled substance
- (e) Committed robbery or extortion
- (f) Vandalism to school property or private property
- (g) Theft
- (h) Possession of tobacco or nicotine delivery devices
- (i) Excessive use of profanity or repeated vulgarity
- (j) Possession of drug paraphernalia
- (k) Defiance or disruption of school activities
- (l) Possession of stolen property
- (m) Possession of an imitation firearm
- (n) Commit or attempt to commit sexual assault or sexual battery
- (o) Harass, threaten, or intimidate a student witness
- (p) Selling Soma
- (q) Hazing
- (r) Bullying/Cyber
- .2 Sexual harassment
- .3 Hate violence
- .4 Intentional harassment, threats, or intimidation
- .7 Intentional terrorist harassment, threats, or intimidation against school staff or property

EXPLANATION OF DISCIPLINE TERMS

EXPULSION

Expulsion is a formal process that includes suspension and a hearing to determine if a student will be dismissed from their current educational setting. Students who have been expelled are prohibited from returning to any campus or school-owned property located within the Placentia-Yorba Linda Unified School District until the expulsion requirements have been completed. This also includes school activities. Suspensions or expulsions will be imposed when other means of correction fail to bring about proper conduct or if the school determines that the student's presence causes a danger to persons or property or threatens to disrupt the learning process.

California Education Code section 48915 requires immediate suspension and mandatory expulsion of students who:

- **Possess, sell, or otherwise furnish a firearm**

- **Brandish a knife at another person**
- **Sell a controlled substance**
- **Commit or attempt to commit a sexual assault or sexual battery**
- **Possess an explosive**

ADMINISTRATIVE TRANSFER

A student is transferred to another comprehensive high school within the district. The student is removed for no more than two semesters. Students who have been administratively transferred are prohibited from returning to the sending school’s campus for the duration of the Administrative Transfer. This also includes school activities. The student may return if he/she completes the conditions set forth by the assistant principal of the sending school.

SUSPENSION

Suspensions remove a student from campus for one to five days, after which time the student may return to class, usually on a Behavior Contract. Students who have been suspended are prohibited from returning to any campus or school-owned property located within the Placentia-Yorba Linda Unified School District during school or non-school hours, and on school and non-school days. This also includes school activities.

INTERVENTION CLASSROOM

This is hosted on school premises by a credentialed teacher on campus. The focus of this intervention is to actively guide the student to reflect on their behavior with a goal for improvement. Students are provided with a nutrition break, access to textbooks and technology to stay on track academically.

ALTERNATIVE TO SUSPENSION

This is hosted at the Professional Development Academy off Yorba Linda Blvd. and Casa Loma Ave., Monday-Friday. The goal is to provide students an opportunity to reflect, increase self-awareness, enhance wellness, and create change. Staff is available to assist in the process to support the whole child learning, including: Credentialed Teacher, Mental Health Clinician, and Community Organizations

Social and Emotional Learning Academic Support	Academic Support	Counseling
<ul style="list-style-type: none"> ● Individualized Lessons ● Promotes wellness ● Supports positive return to school campus 	<ul style="list-style-type: none"> ● Small flexible environment ● Allows continuation of school work ● Limited social pressures 	<ul style="list-style-type: none"> ● Individual /Group counseling offered daily ● Appraisal of individual student’s needs ● Student Resource Plan supports pro-social change

Student Behavior Violations and Consequences

48900 Section A: Physical Injury to Another Person

Students are expected to seek constructive solutions to conflict in a non-violent manner.

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person (Mutual Combat) EC 48900 (a) (1)

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

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Behavior Contract
- Police involvement
- Administrative Transfer
- Expulsion

Section 48915(a1/a5): Causing serious physical injury to another person/ school employee, except in self-defense.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Police involvement
- Expulsion

48900 Section (b): Dangerous Objects

Students are expected to maintain a safe environment in the school, free of weapons and/or dangerous objects.

FIREARMS 48915 (c1), KNIVES 48915 (c2), OR OTHER DANGEROUS OBJECTS

Possession, selling, furnishing, or use of firearms (including look-alike firearms), knives

(including pocket knives), or other dangerous objects will result in one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Police involvement
- Behavior Contract
- Administrative Transfer
- Expulsion

USE, POSSESSION, OR SALE OF EXPLOSIVES OR INCENDIARIES, CAUSING FIRES 48915 (c5)

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Police/Fire Department involvement
- Restitution
- Behavior Contract
- Administrative Transfer
- Expulsion

48900 Section (c) (d), 48915 (c): Controlled Substances

Students are expected to be drug and alcohol free.

SALE OR FURNISHING OF DRUGS, ALCOHOL, INTOXICANTS, NON-PRESCRIPTION, OR LOOK-A-LIKE DRUGS

Students may not possess, use, sell, be under the influence of, negotiating to sell, furnish any amount of controlled substance, alcohol, or intoxicant of any kind. These include, but are not limited to, all alcoholic beverages, narcotics, marijuana, methamphetamines, inhalants, hallucinogens, non-prescription drugs (including "look-a-like), or possessing quantities of same large enough to indicate sale on school grounds, off campus during school hours, at any school sponsored function, or while being transported to or from school or activities. All prescription and over-the-counter medication must remain in the possession of the school's health office with physician's written medical authorization.

If it is established that alcohol or other drugs have been actually furnished to students in connection with on-campus solicitation, the student may be subject to disciplinary consequences.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Police involvement
- Administrative Transfer
- Expulsion

**USE OR POSSESSION OR UNDER THE INFLUENCE OF DRUGS/
ALCOHOL/ INTOXICANTS / NON-PRESCRIPTION DRUGS**

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Behavior Contract
- Police involvement
- Administrative Transfer
- Expulsion

48900 Section (e) (f) (g): Vandalism, Robbery, Damage to Property, Theft, Graffiti and Graffiti Paraphernalia

Students are expected to respect the property of others. Students may not commit, or attempt to commit, robbery, theft, damage to property, or extortion. Robbery includes the theft of any property not belonging to the student or any attempts made to force or create fear in others while attempting to steal or while stealing another person's property. Borrowing of another person's property without their permission may be considered a theft.

ROBBERY OR EXTORTION

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- School suspension
- Parent conference
- Behavior Contract
- Police involvement
- Restitution
- Administrative Transfer
- Expulsion

THEFT OR POSSESSION OF STOLEN PROPERTY

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

School suspension
Parent conference
Behavior Contract
Saturday School
Police involvement
Restitution
Administrative Transfer
Expulsion

VANDALISM, GRAFFITI, OR PARAPHERNALIA

Engaging in willful or malicious behavior resulting in destruction, defacement, damage, or loss of use of school property or the private property of another or possession of markers, spray paint cans, etching tools and/or other graffiti paraphernalia will result in one or more of the following:

Disciplinary Consequences:

Items confiscated*
School suspension
Parent conference
Behavior Contract
Saturday School
Police involvement
Restitution
Administrative Transfer
Expulsion

*The school does not assume liability for any prohibited item that has been confiscated, including loss, damage, or theft of confiscated item.

48900 Section (h): Tobacco, Nicotine, or Nicotine Delivery Devices

Students are expected to live a healthy lifestyle and respect the wellness of others. Students may not possess or use tobacco or any products containing tobacco or nicotine. The use of e-cigarettes, vapor pens, and the paraphernalia associated with their use are also included in this section and will receive the same consequences.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

Parent contact
Saturday School
School suspension
Behavior Contract
Tobacco education program

48900 Section (i): Obscenity, Profanity, Vulgarity, or Obscene Gestures

Students are expected to treat all staff and students with respect and practice responsible behavior at all times. Students may not engage in obscene acts or use habitual profanity or vulgarity, which includes speaking, writing, gesturing, or acting inappropriately.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- Parent conference
- Saturday School
- Behavior Contract
- School Suspension
- Administrative Transfer

PROFANITY/OBSCENE ACTIONS DIRECTED TOWARD A STAFF MEMBER

Profane or vulgar language/gestures/actions directed towards a staff member(s) will result in one or more of the following:

Disciplinary Consequences:

- Parent conference
- Saturday School
- Behavior Contract
- School Suspension
- Administrative Transfer

48900 Section (j): Paraphernalia

Students are expected to live a healthy lifestyle and respect others. Students may not possess, offer, share, or negotiate to sell any drug paraphernalia.

Depending on the circumstances, action will include one or more of the following:

Disciplinary Consequences:

- | | |
|----------|-------------------------|
| Incident | Items confiscated |
| | Saturday School |
| | Parent conference |
| | Behavior Contract |
| | School suspension |
| | Police involvement |
| | Administrative Transfer |

*The school does not assume liability for any prohibited item that has been confiscated including loss, damage, or theft of confiscated item.

48900 Section (k): Defiance and Disruption

Students are expected to follow school rules and respect the authority and direction of school staff. Students may not negatively impact the orderly operation of the classroom or educational environment of the school by being defiant, disruptive, disrespectful, or deceptive. Defiance and disruption include but is not limited to class/campus misconduct (food throwing, distribution of unauthorized materials, rude behavior, lack of consideration for fellow students, horseplay, littering or trash, out of bounds, driving or parking violation), referral from substitute, campus restrictions, insubordination or defiance of authority, and forgery or fraud.

Disciplinary Consequences:

- Parent contact
- Teacher assigned detention
- Saturday School
- Class suspension 1-2 Days
- Behavior Contract
- School suspension
- Student withdrawal from class

48900 Section (l): Receiving Stolen Property

Students are expected to respect the property of other students, staff members, and the school. Students who find property are expected to return items to the office immediately.

Depending on the circumstances, action will include one or more of the following:

- | | |
|--------------------|-------------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Restitution | Administrative Transfer |
| Saturday School | Expulsion |

48900 Section (m): Possession of an Imitation Firearm

Students are expected to maintain a safe campus and community environment free of weapons, dangerous objects, and objects that resemble a real weapon.

Depending on the circumstances, action will include one or more of the following:

- | | |
|--------------------|-------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Saturday School | Administrative |
| Transfer | |
| Items confiscated | Expulsion |

48900 Section (n): Commit or Attempt to Commit a Sexual Assault or Sexual Battery

Students are expected to treat all students and staff members with respect. Sexual assault includes any sexual acts performed against the victim's will.

Depending on the circumstances, action will include one or more of the following:

- | | |
|-------------------------|-------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Administrative Transfer | Expulsion |

48900 Section (o): Harass, Threaten, or Intimidate a Student Witness

Students are expected to treat all students and staff members with respect. Depending on the circumstances, action will include one or more of the following:

- | | |
|-------------------------|-------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Administrative Transfer | Expulsion |

48900 Section (p): Unlawfully Offered, Arranges to Sell Soma

Students are expected to be drug and alcohol free and attend a safe environment.

Depending on the circumstances, action will include one or more of the following:

- | | |
|-------------------------|-------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Administrative Transfer | Expulsion |

48900 Section (q): Hazing

Students are expected to treat all students and staff members with respect.

Hazing includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm to any student or other person.

Depending on the circumstances, action will include one or more of the following:

- | | |
|----------------------|-------------------------|
| Parent conference | School suspension |
| Police involvement | Behavior Contract |
| Removal from program | Administrative Transfer |
| Expulsion | |

48900 Section (r): Bullying or Cyberbullying

Any student who engages in harassment/bullying of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and may be subject to disciplinary action. Disciplinary action may be progressive and may include suspension and/or expulsion.

As it relates to school activity, "bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code § 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

Types of conduct which are prohibited in the district and which may constitute harassment or bullying include, but are not limited to:

1. Direct physical contact, such as hitting or shoving.
2. Threats to harm another person.
3. Oral or written assaults, such as teasing or name-calling.
4. Social isolation or manipulation.
5. Posting harassing messages, direct threats, social cruelty, or other harmful texts, sounds or images on the Internet, including social networking sites.
6. Posting or sharing information about another person that is private.
7. Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships.
8. Posting or sharing photographs of other people without their permission
9. Spreading hurtful or demeaning materials created by another person (e.g. forwarding offensive emails or text messages)
10. Retaliating against someone for complaining that they have been bullied.

Any student who feels that he/she is being or has been subjected to

harassment/bullying as defined above shall immediately contact a school employee. A school employee to whom a complaint is made shall report it to the principal or designee. Any school employee who observes any incident of harassment/bullying on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. [EC 48900 (r), 220; PC 422.55; BP 5145.3, AR 5145.3]

For complaints regarding harassment /bullying, site-level grievance procedures are:

1. The principal or designee shall investigate complaints of harassment/bullying. In so doing, he/she shall talk individually with:
 1. The student who is complaining
 2. The person accused of harassment/bullying
 3. Anyone who saw the harassment/bullying take place
 4. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses, other evidence of the harassment, and put a complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 1. The Superintendent or designee
 2. The parent/guardian of the pupil who complained
 3. The parent/guardian of the person accused of harassing/bullying someone
 4. A teacher or staff member whose knowledge of the pupils involved may help in determining who is telling the truth
 5. Child protective agencies responsible for investigating child abuse reports

Legal counsel for the District

Depending on the circumstances, action will include one or more of the following:

Parent conference	School suspension
Police involvement	Behavior Contract
Administrative Transfer	Expulsion

48900.2: Sexual Harassment

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Disciplinary action may include suspension and/or expulsion.

Any student who feels that he/she is being or has been subjected to sexual harassment

shall immediately contact a school employee. A school employee to whom a complaint is made shall immediately report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. [EC 48980 (h), 231.5, 212.5; BP 5145.7, AR 5145.7, 5CCR 4917]

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of a negative impact on the pupil's academic performance, creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about pupils enrolled in a predominantly single-sex class
7. Touching an individual's body or clothes in a sexual way
8. Purposefully cornering or blocking normal movements
9. Limiting a pupil's access to educational tools
10. Displaying sexually suggestive objects

For complaints regarding sexual harassment site-level grievance procedures are:

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 1. The student who is complaining

2. The person accused of harassment
3. Anyone who saw the harassment take place
4. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses, other evidence of the harassment, and put a complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 1. The Superintendent or designee
 2. The parent/guardian of the pupil who complained
 3. The parent/guardian of the person accused of harassing someone
 4. A teacher or staff member whose knowledge of the pupils involved may help in determining who is telling the truth
 5. Child protective agencies responsible for investigating child abuse reports
 6. Legal counsel for the District
4. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the pupil who complained and the person accused.

Depending on the circumstances, action will include one or more of the following:

- | | |
|--------------------|-------------------------|
| Parent conference | School suspension |
| Saturday School | Behavior Contract |
| Police involvement | Administrative Transfer |
| Expulsion | |

48900.3: Hate Violence

Students are expected to treat all students and staff members with respect.

Interfering with the civil rights of another person by personal assault or damage to personal property because of the person's race, color, religion, nationality, country of origin, ancestry, disability, or sexual orientation.

Depending on the circumstances, action will include one or more of the following:

- | | |
|--------------------|-------------------------|
| Parent conference | School suspension |
| Police involvement | Administrative Transfer |
| Restitution | Expulsion |

48900.4: Intentional Harassment, Threats, Intimidation, or Hostile Educational Environment

Students are expected to treat all students and staff members with respect.

Intentionally engaging in a level of harassment, threats, or intimidation against a student(s) or school personnel, which is sufficiently severe as to have a possibility of disrupting the classroom or creating a hostile environment.

Depending on the circumstances, action will include one or more of the following:

Parent conference	School suspension
Saturday School	Administrative Transfer
Police involvement	Behavior Contract
Schedule change	Expulsion

48900.7: Intentional Terrorist Harassment, Threats, or Intimidation against School Staff or Property

Students are expected to treat all staff members with respect and keep a safe environment.

Terrorist threats shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. The threat may cause that person to reasonably be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Depending on the circumstances, action will include one or more of the following:

Parent conference	School suspension
Police involvement	Administrative Transfer
Behavior Contract	Expulsion

UNIFORM COMPLAINT PROCEDURES

The Placentia-Yorba Linda Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, sexual harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, sexual harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on

the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance. The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

Adult Education	Education of Pupils in Foster Care and Pupils who are Homeless
After School Education and Safety	Every Student Succeeds Act / No Child Left Behind
Bilingual Education	Local Control Accountability Plans
California Peer Assistance and Review Programs for Teachers	Migrant Education
Career Technical and Technical Education and Career Technical and Technical Training	Physical Education Instructional Minutes
Career Technical Education	Pupil Fees
Child Care and Development	Reasonable Accommodations to a Lactating Pupil
Child Nutrition	Regional Occupational Centers and Programs
Compensatory Education	School Safety Plans
Consolidated Categorical Aid	Special Education
Course Periods without Educational Content	State Preschool
Economic Impact Aid	

PUPIL FEES COMPLAINTS

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. A pupil fees complaint is filed with the Placentia-Yorba Linda Unified School District and/or the principal of a school.

FILING UNIFORM COMPLAINTS UNRELATED TO PUPIL FEES

Complaints other than issues relating to pupil fees must be filed in writing with the following persons designated to receive complaints:

1. Employee complaints: Isaac Gates , Assistant Superintendent, Human Resources(714)

985-8406, rlopez@pylusd.org

2. Title IX Sexual Harassment and any other discrimination complaints: Gina Aguilar, Director of Student Services (714) 985-8656, gaguilar@pylusd.org.

Complainants may also refer Title IX inquiries to the US Department of Education Office for Civil Rights.

3. Americans with Disabilities Act complaints: Richard McAlindin, Assistant Superintendent, Executive Services (714) 985-8727, rmcAlindin@pylusd.org

4. Bullying, intimidation complaints: Melissa Samson, Administrator, Student Services (714) 985-8761, msamson@pylusd.org

PROCEDURE

The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.

The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances. If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation reveals that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

The Board is required to adopt and annually update the LCAP and shall consult with teachers, principals, administrators, other school personnel, employee bargaining groups, parents/guardians, and students as a part of the comprehensive, data-driven planning process. The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP.

A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district

liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:

Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed.

Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency.

If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision. In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

CIVIL LAW REMEDIES

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining order or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

UCP POLICIES AND REGULATIONS AVAILABLE UPON REQUEST

A copy of our UCP compliant policies and procedures is available from any school office or from the Placentia-Yorba Linda Unified School District office, free of charge. UCP complaint policies and procedures are also available on the District's web site at www.pylusd.org.

APPENDIX C: Additional Administrative Roles

As OCSCS grows, the need for additional administrative support may arise. The descriptions below include, but are not limited to, some examples:

- Instructional Specialist of Special Education: This role will be to support the implementation of all IEPs and 504s within the school. This person will be responsible for initial IEP assessments and will conduct the annual IEP process. This person will be responsible for ensuring the implementation of accommodations. Additionally, this person will serve as the alternate testing coordinator. This person may assist in the school-wide literacy plan.
- Instructional Specialist Curriculum and Instruction: This person will coordinate all data collection and analysis, evaluation and compliance and testing. This person will lead the school's efforts to design an instructional program that meets accountability targets, maintains the schools mission and goals, complies with charter law, uses proven and innovative instructional practices and maintains a beyond standards based curriculum. Alongside the Principal, this person will coordinate all professional development activities (such as those outlined in this application), PLC process, and other instructional groups formed and led by teachers. This person will also lead the action research agenda. This person will also oversee induction.
- Instructional Specialist of Math Instruction. This person will coordinate all data collection and analysis of multiple measure assessments within math instruction throughout the year. This person will lead the school's efforts to design an instructional mathematics program that meets accountability targets, maintains the schools mission and goals, uses proven and innovative instructional practices and maintain a beyond standards based curriculum. This person will serve as an instructional coach and support the implementation of Singapore math. Alongside the Principal, the Instructional Specialist of Curriculum and Instruction, will coordinate all professional development activities (such as those outlined in this application), PLC process, and other instructional groups formed and led by teachers. This person will also lead the action research agenda.

Appendix D

Orange County School of Computer Science (OCSCS): Budget Projection Worksheet

	2024-25				2025-26				2026-27				2027-28				2028-29			
Enrollment	ADA %		640		ADA %		780		ADA %		880		ADA %		980		ADA %		1080	
ADA (Grades 6-8)	93.50%		598.40		93.50%		729.30		93.50%		822.80		93.50%		916.30		93.50%		1009.80	
Sp Ed % capture	10.50%		62.83		10.50%		76.58		11%		86.39		10.50%		96.21		10.50%		106.03	
Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue	%	Rate	ADA	Revenue
Assumptions																				
Annual COLA	0.76%				2.73%				3.11%				3.17%				3.24%			
Unduplicated count: EL, Low Income, Foster	47.91%		307		47.83%		373		47.71%		420		47.71%		468		47.71%		515	
Concentration**:%>55%																				
LCFF FUNDING SUMMARY	2024-25				2025-26				2026-27				2027-28				2028-29			
		\$/ADA	ADA	TARGET		\$/ADA	ADA	TARGET		\$/ADA	ADA	TARGET		\$/ADA	ADA	TARGET		\$/ADA	ADA	TARGET
Base 6: PY Base*Annual COLA	0.76%	\$ 10,146	37.4	\$ 379,460	2.73%	\$ 10,423	74.8	\$ 779,639	3.11%	\$ 10,747	74.8	\$ 803,886	3.17%	\$ 11,088	74.8	\$ 829,369	3.24%	\$ 11,447	74.8	\$ 856,241
Base 7-8: PY Base*Annual COLA	0.76%	\$ 10,446	561.0	\$ 5,860,206	2.73%	\$ 10,731	654.5	\$ 7,023,555	3.11%	\$ 11,065	748.0	\$ 8,276,557	3.17%	\$ 11,416	841.5	\$ 9,606,289	3.24%	\$ 11,786	935.0	\$ 11,019,481
TOTAL Adjusted Base			598.4	\$ 5,860,206			729.3	\$ 7,023,555			822.8	\$ 8,276,557			916.3	\$ 9,606,289			1009.8	\$ 11,019,481
Supplemental: CY Base+Grade																				
Grade 6 Span*20%	20%	\$ 972	37.4	\$ 36,360	20%	\$ 997	74.8	\$ 74,580	20%	\$ 1,025	74.8	\$ 76,707	20%	\$ 1,058	74.8	\$ 79,138	20%	\$ 1,092	74.8	\$ 81,703
Grade 7-8 Span*20%	20%	\$ 999	561.0	\$ 560,439	20%	\$ 1,027	654.5	\$ 671,873	20%	\$ 1,056	748.0	\$ 789,749	20%	\$ 1,089	841.5	\$ 916,632	20%	\$ 1,125	935.0	\$ 1,051,479
Concentration (>55% population) :CY	50%	\$ -			50%	\$ -			50%	\$ -			50%	\$ -			50%	\$ -		
Base+Grade Span*50%*Concentration% 55% population																				
TOTAL Supp + Conc		\$ 1,971	598	\$ 596,799		\$ 2,024	729	\$ 746,454		\$ 2,081	823	\$ 866,456		\$ 2,147	916	\$ 995,771		\$ 2,217	1,010	\$ 1,133,181
TOTAL LCFF		\$ 12,417	598	\$ 6,457,005		\$ 12,755	729	\$ 7,770,008		\$ 13,146	823	\$ 9,143,013		\$ 13,563	916	\$ 10,602,059		\$ 14,002	1,010	\$ 12,152,662

**Unduplicated Pupil % must be above 55% to receive Concentration Grant funding.

Special Education	\$887.40	62.83	\$ 55,757	\$887.40	76.58	\$ 67,954	\$887.40	86.39	\$ 76,666	\$887.40	96.21	\$ 85,378	\$887.40	106.03	\$ 94,090
Charter School Start-up Sub-Grant			\$ 100,000			\$ -			\$ -			\$ -			\$ -
TOTAL REVENUE			\$ 6,612,762			\$ 7,837,962			\$ 9,219,679			\$ 10,687,438			\$ 12,246,752

Expenditures	Projected Salary & Benefits				Projected Salary & Benefits				Projected Salary & Benefits				Projected Salary & Benefits				Projected Salary & Benefits			
	FTE	Total	FTE	Total	FTE	Total	FTE	Total	FTE	Total	FTE	Total	FTE	Total	FTE	Total	FTE	Total		
Principal	1	\$ 220,272	1	\$ 220,272	1	\$ 225,064	1	\$ 225,064	1	\$ 230,017	1	\$ 230,017	1	\$ 235,138	1	\$ 240,437	1	\$ 240,437		
Vice Principal	1	\$ 173,391	1	\$ 173,391	1	\$ 177,302	1	\$ 177,302	1	\$ 181,350	1	\$ 181,350	1	\$ 185,543	1	\$ 189,886	1	\$ 189,886		
Biling School Community Student Advisor	1	\$ 54,614	1	\$ 54,614	1	\$ 55,578	1	\$ 55,578	1	\$ 56,139	1	\$ 56,139	1	\$ 56,705	1	\$ 57,277	1	\$ 57,277		
Attendance Clerk	1	\$ 78,257	1	\$ 78,257	1	\$ 79,731	1	\$ 79,731	1	\$ 80,650	1	\$ 80,650	1	\$ 81,585	1	\$ 82,538	1	\$ 82,538		
Teacher	26.86	\$ 3,252,800	29.86	\$ 3,682,049	29.86	\$ 3,682,049	32.86	\$ 4,135,422	32.86	\$ 4,135,422	35.86	\$ 4,606,881	35.86	\$ 5,097,284	38.86	\$ 5,097,284	38.86	\$ 5,097,284		
Teacher Sp Ed (Resource Specialist)	2.5	\$ 307,940	3.5	\$ 440,114	3.5	\$ 440,114	3.5	\$ 449,398	3.5	\$ 449,398	3.5	\$ 458,983	3.5	\$ 468,881	3.5	\$ 478,811	3.5	\$ 488,881		
Teacher Sp Ed (Speech Language Pathologist) 0.6FTE	0.6	\$ 105,788	0.6	\$ 107,969	0.6	\$ 107,969	0.6	\$ 110,218	0.6	\$ 112,467	0.6	\$ 114,716	0.6	\$ 116,965	0.6	\$ 119,214	0.6	\$ 121,463		
Occupational Therapist (0.28 FTE)	0.28	\$ 50,619	0.28	\$ 51,656	0.28	\$ 51,656	0.28	\$ 52,745	0.28	\$ 53,834	0.28	\$ 54,923	0.28	\$ 56,012	0.28	\$ 57,101	0.28	\$ 58,190		
Special Education Aides (6 at 0.469 FTE)	2.814	\$ 110,419	3.814	\$ 195,873	3.814	\$ 195,873	3.814	\$ 197,832	3.814	\$ 199,791	3.814	\$ 201,750	3.814	\$ 203,709	3.814	\$ 205,668	3.814	\$ 207,627		
Counselor	1	\$ 132,577	1	\$ 134,710	1	\$ 134,710	2	\$ 273,766	2	\$ 273,766	2	\$ 278,196	2	\$ 282,626	2	\$ 287,056	2	\$ 291,486		
Library Media Technician	1	\$ 97,879	1	\$ 108,714	1	\$ 108,714	1	\$ 111,368	1	\$ 111,368	1	\$ 114,022	1	\$ 116,676	1	\$ 119,330	1	\$ 121,984		
School Secretary II	1	\$ 121,550	1	\$ 124,624	1	\$ 124,624	1	\$ 127,039	1	\$ 127,039	1	\$ 129,548	1	\$ 132,153	1	\$ 134,767	1	\$ 137,381		
Clerk III	1	\$ 47,155	1	\$ 47,984	1	\$ 47,984	1	\$ 48,464	1	\$ 48,464	1	\$ 48,944	1	\$ 49,424	1	\$ 49,904	1	\$ 50,384		
Campus Supervisor	1	\$ 59,324	1	\$ 60,682	1	\$ 60,682	2	\$ 123,362	2	\$ 123,362	2	\$ 125,426	2	\$ 127,490	2.5	\$ 159,453	2.5	\$ 159,453		
Plant Coordinator II	1	\$ 137,505	1	\$ 141,182	1	\$ 141,182	1	\$ 144,166	1	\$ 147,274	1	\$ 150,382	1	\$ 153,490	1	\$ 156,598	1	\$ 159,706		
Custodian	1.5	\$ 154,479	1.5	\$ 157,814	1.5	\$ 157,814	1.5	\$ 160,164	1.5	\$ 162,514	1.5	\$ 164,864	1.5	\$ 167,214	2	\$ 220,103	2	\$ 220,103		
Total salary and benefits	44.5553	\$ 5,104,569	49.555	\$ 5,791,045	49.555	\$ 5,791,045	54.555	\$ 6,482,100	54.555	\$ 6,482,100	58.055	\$ 7,051,345	58.055	\$ 7,051,345	61.5553	\$ 7,619,433	61.5553	\$ 7,619,433		
Books & Supplies		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651		\$ 429,651
Code to the Future		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000		\$ 153,000
Facilities Costs		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000		\$ 300,000
Training (Mileage, Travel, Registrations)		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000		\$ 75,000
Other Services (Utilities, Consultants, Repairs, etc)		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000		\$ 350,000
Reserve for Economic Uncertainty	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367	3.00%	\$ 192,367
Total Expenditure		\$ 6,604,586		\$ 7,653,092		\$ 7,653,092		\$ 8,456,131		\$ 8,456,131		\$ 9,154,306		\$ 9,154,306		\$ 9,881,675		\$ 9,881,675		
Beginning Balance		\$ -		\$ 8,176		\$ 8,176		\$ 193,046		\$ 193,046		\$ 956,593		\$ 956,593		\$ 2,489,725		\$ 2,489,725		
Balance		\$ 8,176		\$ 193,046		\$ 193,046		\$ 956,593		\$ 956,593		\$ 2,489,725		\$ 2,489,725		\$ 4,854,802		\$ 4,854,802		

	2024-25		2025-26		2026-27		2027-28		2028-29	
Options	19.10%	\$ 26,683	19.10%	\$ 27,706	19.10%	\$ 28,300	19.10%	\$ 28,700	19.10%	\$ 28,258
Health & Welfare	26.68%	\$ 22,383	27.70%	\$ 23,726	28.30%	\$ 25,150	28.70%	\$ 26,659	28.70%	\$ 28,258

References

- Hough, Heather J. (2022.). *Pace - California test scores show the devastating impact of the pandemic on student learning*. Policy Analysis for California Education.
<https://edpolicyinca.org/newsroom/california-test-scores-show-devastating-impact-pandemic-student-learning>
- Tinto, V., & Pusser, B. (2006). *Moving From Theory to Action: Building a Model of Institutional Action for Student Success* .