



CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue • Clovis, California 93611-0599

GOVERNING BOARD MEETING

January 17, 2018

***Professional Development Building, Boardroom
1680 David E. Cook Way, Clovis, California***

4:00 P.M. – FACILITIES BOARD WORKSHOP

5:30 P.M. – CLOSED SESSION

6:30 P.M. – PUBLIC SESSION

Regular Meeting

AGENDA

*Additional information regarding this agenda may be viewed through the District's website at
<http://www.cusd.com/board/meetings.htm>*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California.

A. WORKSHOP

1. Facilities Board Workshop

B. CALL TO ORDER

C. ROLL CALL

D. CLOSED SESSION

1. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
3. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
4. APPOINTMENT/EMPLOYMENT OF ASSISTANT SUPERINTENDENT, CLOVIS AREA (Gov't Code §54957)
5. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION - Significant Exposure to Litigation Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9
6. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov't. Code §54956.8) – APNs 5800603S, 31004117, 31023034, 31023024 – Agency Negotiator: Assoc. Superintendent, Administrative Svcs.

E. RECONVENE FOR PUBLIC SESSION

F. PLEDGE OF ALLEGIANCE

G. INVOCATION

H. RECOGNITION OF VISITORS

I. APPROVAL OF MINUTES

1. December 6, 2017, Regular Governing Board Meeting Minutes

Approve the minutes of the December 6, 2017, regular Governing Board meeting, as submitted.

(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)

J. ADOPTION OF AGENDA

K. STUDENT BOARD MEMBER REPORT

1. Student Board Member Report

L. SPECIAL PRESENTATIONS

1. Gallagher Benefit Services' "Best of the Best" Award Presentation

Alan Thaxter of Gallagher Benefit Services will attend the Board meeting to present to the Governing Board the company's "Best of the Best" Award earned by Clovis Unified. The District is one of only 28 organizations nationwide, and one of just two on the West Coast, to be recognized with this award.

M. PUBLIC HEARINGS

1. Charter School Petition

Upon the January 2, 2018, receipt of a petition by community members to establish the One & Only Academy charter school within Clovis Unified School District, a Public Hearing will be held during the January 17, 2018, Governing Board meeting to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents, pursuant to California Education Code 47605(b).

N. STAFF REPORTS

1. Annual After-School Education and Safety (ASES) Program Report (Written)

A written report on the District's After-School Education and Safety (ASES) Program has been provided to the members of the Governing Board.

2. Intercultural and Diversity Advisory Council Report

District administration will present a report on recent work around a review of the existing Intercultural and Diversity Advisory Council (IDAC) process.

O. PUBLIC PRESENTATIONS

This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Presentations are limited to three minutes per individual. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.

P. CLOSED SESSION MOTIONS

Q. CONSENT

1. Conference Requests

Approve the Conference Requests, as submitted.

2. Fundraiser Requests
Approve the Fundraiser Requests, as submitted.
3. Student Trip Requests
Approve the Student Trip Requests, as submitted.
4. Voluntary Community Recreation Programs
Approve the Voluntary Community Recreation, as submitted.
5. Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register
Ratify Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 570346 - 572376.
6. Notices of Completion
Adopt the Notices of Completion, as submitted.
7. Change Orders
Approve the Change Orders, as submitted.

R. ACTION

In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.

1. Secondary New Course of Study Proposals 2018-19
Authorize the Superintendent or designee to approve the New Course of Study Proposals for use in the District's high schools for the 2018-19 school year, as submitted.
2. Agreement with the Welty Center at California State University, Fresno for BCII Leadership Seminars
Authorize the Superintendent or designee to enter into an agreement with the Welty Center at California State University, Fresno to provide professional learning for the Foundation for Building Coherence for Instructional Improvement Leadership Seminars, as submitted.
3. School Year Calendars for 2018-19 and 2019-20
Approve the recommended school calendars for the school years 2018-19 and 2019-20, as submitted.
4. Revised Board Policy No. 1101 – Board Bylaws
Approve revisions to Board Policy No. 1101 – *Board Bylaws*, as submitted.
5. Ratification of Purchase Via Piggyback from National Intergovernmental Purchasing Alliance
Approve the purchase of supplies and equipment utilizing various contracts from National Intergovernmental Purchasing Alliance and recognize that it is in the District's best interest to make the purchase without advertising for bids pursuant to Public Contract Code Section 20118.
6. Administrator Contract – Assistant Superintendent
Ratify the employment contract for the Assistant Superintendent, Clovis Area, as submitted.
7. Resolution No. 3613 – Annual Uniform Public Construction Cost Accounting Act
Approve Resolution No. 3613 adopting Uniform Public Construction Cost Accounting Act (UPCCAA) procedures as outlined by the Public Contract Code.
8. Resolution No. 3618 – Approval of Purchase Agreement for Real Property for the Proposed Minnewawa and International Avenues Property for Elementary School Site
Approve Resolution No. 3618 authorizing the acquisition of nearly 20 gross acres near the intersection of Minnewawa and International avenues in unincorporated Fresno County from International 40, LLC, for use as an elementary school site; and that the Superintendent or Associate Superintendent, Administrative Services be authorized to enter into the Purchase and Sale Agreement and Escrow Instructions between International 40, LLC, and Clovis Unified.

9. **Resolution No. 3620 – Emergency Repair Work on School Facilities**
Approve Resolution No. 3620 authorizing the District Superintendent or designee to enter into contracts to accommodate emergency work at Reyburn Intermediate School and Clovis East High School sites. **ROLL CALL VOTE AND UNANIMOUS APPROVAL REQUIRED.**

S. INFORMATION

Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.

1. **2018 Summer School Academic Programs**
Approve the recommended 2018 CUSD Summer School programs and calendar, as submitted.
2. **Annual Single Plan for Student Achievement (SPSA) 2017-18**
Authorize the Superintendent or designee to approve the annual Single Plan for Student Achievement (SPSA) and the categorical budget for each school for the 2017-18 school year, and authorize each school to implement its categorical programs.
3. **Annual Title VII Indian Education Formula Grant Application 2018-19**
Authorize the Superintendent or designee to submit Part I of the annual Title VII Indian Education Grant Application for the 2018-19 school year.
4. **Agreement with eSchoolView – Communication System**
Authorize the District Superintendent or designee to enter into a three-year agreement with eSchoolView to provide an integrated District-wide communication mobile app, website content management system and automated notification system.
5. **Annual Deferred Maintenance Program for 2018-19**
Approve the 2018-19 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for projects, as submitted.
6. **Williams Settlement Complaint Summary Report – Second Quarter 2017-18 School Year**
Accept the second quarter summary report of complaints related to the requirements of the Williams Lawsuit Settlement, as submitted.
7. **Resolution No. 3619 – Authorization to Participate in the School Bus Compressed Natural Gas Tank Replacement Program**
Adopt Resolution No. 3619 authorizing the Superintendent or designee to submit an application to the San Joaquin Valley Air Pollution Control District's School Bus Compressed Natural Gas Tank Replacement Program.

T. BOARD SUBCOMMITTEE REPORTS

1. Budget (Budd, Casado, Hovsepian)
2. Center for Advanced Research and Technology (CART) (Sandoval)
3. Curriculum (Budd, Hovsepian, Van Volkinburg)
4. Facilities (Fogg, Heryford, Sandoval)

U. BOARD MEMBER REPORTS

V. SUPERINTENDENT'S REPORT

W. ADJOURNMENT



Board Agenda Item
Friday, December 22, 2017

Agenda Item: I. - 1.

Title: December 6, 2017, Regular Governing Board Meeting Minutes

CONTACT PERSON: Susan Wise

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the minutes of the December 6, 2017, regular Governing Board meeting, as submitted.

DISCUSSION:

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Minutes - December 6, 2017, Regular Governing Board Meeting	1/11/2018	Backup Material
Student Board Member Report - 12-6-17	12/22/2017	Backup Material

REVISIONS:



CLOVIS UNIFIED SCHOOL DISTRICT
1450 Herndon Avenue • Clovis, California 93611-0599

GOVERNING BOARD MEETING

MINUTES

December 6, 2017

***Professional Development Building, Boardroom
1680 David E. Cook Way, Clovis, California***

5:30 P.M. – CLOSED SESSION

6:30 P.M. – PUBLIC SESSION

Regular Meeting AGENDA

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A. CALL TO ORDER

Board Secretary Eimear O'Farrell, Ed.D., called the regular Governing Board meeting to order at 5:32 p.m.

B. ROLL CALL

Board Members Present:

Sandra A. Budd, Member
Christopher Casado, Member
Steven G. Fogg, M.D., Member
Brian D. Heryford, Member
Ginny Hovsepian, Member
Elizabeth J. Sandoval, Member
Jim Van Volkinburg, D.D.S., Member

District Administrators Present:

Eimear O'Farrell, Ed.D., Superintendent
Don Ulrich, Ed.D., Deputy Superintendent
Norm Anderson, Associate Superintendent
Barry Jager, Associate Superintendent
Michael Johnston, Associate Superintendent
Karen Samman, General Legal Counsel
Susan Wise, Administrative Specialist

Board Secretary O'Farrell asked if anyone present wished to address the Board relative to items that would be considered in Closed Session. At 5:33 p.m., the Governing Board adjourned to Closed Session to discuss the following matters:

C. CLOSED SESSION

1. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)
2. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION - Significant Exposure to Litigation Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9
5. CONFERENCE WITH LABOR NEGOTIATORS (Gov't. Code §54957.6) Agency Negotiator – Eimear O'Farrell, Ed.D., Supt. Negotiating Parties – Ops. Unit (Represented by CSEA Clovis Chapter 250)
6. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (Gov't. Code §54956.8) – APNs 580-080-02 and 580-080-16 – Agency Negotiator: Assoc. Superintendent, Administrative Svcs.

D. RECONVENE FOR PUBLIC SESSION

Board Secretary O'Farrell reconvened the public meeting at 6:34 p.m.

E. PLEDGE OF ALLEGIANCE

Student Board Member Alex Inouye led the Pledge of Allegiance.

F. INVOCATION

Board Member Fogg led the Invocation.

G. RECOGNITION OF VISITORS

Board Secretary O'Farrell welcomed the visitors present and explained the procedures for addressing the Board.

H. APPROVAL OF MINUTES

1. November 15, 2017, Regular Governing Board Meeting Minutes
Approved the minutes of the November 15, 2017, regular Governing Board meeting, as submitted.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Chris Casado. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)

I. ADOPTION OF AGENDA

Adopted the December 6, 2017, Governing Board meeting agenda, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

J. STUDENT BOARD MEMBER REPORT

1. Student Board Member Report

Student Board Member Alex Inouye delivered a report on activities taking place around the District's high schools. A copy of his report is attached to these minutes.

K. ORGANIZATION OF BOARD

1. Annual Election of Governing Board Officers for 2017-18

Elected Jim Van Volkinburg as Clovis Unified School District Governing Board President for the term beginning December 6, 2017, until the December 12, 2018, Board meeting.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Sandra Budd. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

Before turning the meeting over to newly elected President Van Volkinburg, Board Secretary O'Farrell presented outgoing Board President Budd with a plaque in appreciation of her leadership, support and service to the students and employees of Clovis Unified School District.

The Board then elected Betsy Sandoval as Governing Board Vice-President for the term beginning December 6, 2017, until the December 12, 2018, Board meeting.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

Board members then elected Ginny Hovsepian as Clerk for the term beginning December 6, 2017, until the December 12, 2018, Board meeting.

Motion: Approve, Moved By Board Member Sandra Budd, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

2. Annual Appointment of Governing Board Representatives to Board Subcommittees

Appointed Board members to continue their membership on the Board's subcommittees as follows:

- Budget: Sandy Budd, Chris Casado, Ginny Hovsepian;
- Curriculum: Sandy Budd, Ginny Hovsepian, Jim Van Volkinburg;
- Facilities: Steve Fogg, Brian Heryford, Betsy Sandoval;
- Clovis City Council/Governing Board Joint Subcommittee: Brian Heryford, Betsy Sandoval; and
- Fresno City Council/Governing Board Joint Subcommittee: Sandy Budd, Ginny Hovsepian, Jim Van Volkinburg.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member

Sandra Budd. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

3. Annual Appointment of Governing Board Representative to the CART Board of Directors
Appointed Board Vice-President Sandoval to continue to serve on the Center for Advanced Research and Technology Board of Directors.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

4. Appointment of Private Sector Representative to the CART Board of Directors
Appointed Todd Cook to serve as Clovis Unified's private sector representative to the Center for Advanced Research and Technology Board of Directors.

Motion: Approve, Moved By Board Member Sandra Budd, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

5. Annual Appointment of Governing Board Representative to the CSBA Delegate Assembly, Subregion 10-B
Appointed Board Vice-President Sandoval to continue serving on the California School Boards Association Delegate Assembly, Subregion 10-B.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Chris Casado. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

6. Annual Appointment of Governing Board Representative to the Fresno County Committee on School District Organization
Appointed Board Vice-President Sandoval as the voting representative to participate in the election of members to the Fresno County Committee on School District Organization in fall 2018. Board Member Brian Heryford was appointed as the alternate.

Motion: Approve, Moved By Board Member Sandra Budd, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

L. SPECIAL PRESENTATIONS

1. Clovis North High School Women's Chorale Performance

The Clovis North Women's Chorale performed holiday selections under the direction of Heather Bishop and were accompanied by Kimberly Schapansky.

2. Annual Inter-School Council Mid-Year Report

The members of Clovis Unified's Inter-School Council (ISC), comprised of 30 student leaders (six from each comprehensive CUSD high school), were present at the December 6, 2017, Board meeting to give their report on Leadership Camp 2017 and provide a brief overview of the upcoming ISC events and activities that will take place during the remainder of the 2017-18 school year.

3. Clovis Unified School District Governing Board Appreciation

Members of the Administration expressed appreciation to the Governing Board for their commitment to the students, staff and community of Clovis Unified School District.

M. PUBLIC PRESENTATIONS

This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Presentations are limited to three minutes per individual. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.

N. CLOSED SESSION MOTIONS

During Closed Session, the Board adopted the Administrative Expulsion Hearing Panel's findings and recommendations for student #18-05.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

During Closed Session, the Board approved all routine Personnel Matters, as submitted.

Motion: Approve, Moved By Board Member Brian Heryford, Seconded by Board Member Sandra Budd. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

O. CONSENT

1. Conference Requests

Approved the Conference Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

2. Fundraiser Requests

Approved the Fundraiser Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

3. Student Trip Requests

Approved the Student Trip Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

4. Voluntary Community Recreation Programs

Approved the Voluntary Community Recreation Programs, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

5. Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register Ratified Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 568960 - 570345.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

6. Notice of Completion

Adopted the Notice of Completion, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

7. Change Orders

Approved the Change Orders, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

P. ACTION

In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.

1. Provisional Internship Permit

Approved the Provisional Internship Permit for a teaching candidate, as submitted.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

2. Variable Term Waiver Request

Approved the Variable Term Waiver Request, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Brian Heryford. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

3. Annual Authorization of Signatures – Check and Payroll Register

Authorized the Superintendent; Associate Superintendent, Administrative Services; Assistant Superintendent, Business Services; and Director, Budget and Finance to continue approving and signing check registers and payroll registers, and authorized the Assistant Superintendent, Business Services to receive all District financial mail.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

4. Annual Concurrent Public Higher Education Program 2017-18

Approved the participation of students from Buchanan, Clovis, Clovis East, Clovis North and Clovis West high schools in the Concurrent Public Higher Education Program for the 2017-18 school year, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

5. Annual Financial Audit Report – June 30, 2017

Approved the annual Financial Audit Report for June 30, 2017, as submitted.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

6. Annual Developer Fee Findings and Public Information Report

Accepted the 2016-17 Developer Fee Findings and Public Information Report as required by Government Code sections 66001 and 66006, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

7. Annual First Quarter Financial Report and State J-251 First Interim Report

Approved the District's First Interim Financial Report and adopted a positive certification indicating the District will be able to meet its financial obligations for the remainder of the 2017-18 school year as required quarterly each year by Assembly Bill 1200.

Motion: Approve, Moved By Board Member Sandra Budd, Seconded by Board Member Chris Casado. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

8. Annual Agreement with School Services of California for Legislative Advocacy Services

Approved an annual agreement with School Services of California (SSC) for legislative advocacy services in 2018.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Sandra Budd. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

9. Placement of Special Education Students in Residential Treatment Facilities and Non-Public Schools

Authorized Clovis Unified to enter into agreements for students to attend residential treatment facilities and non-public schools to address the unique educational needs of three District Special Education students.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Sandra Budd. Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

10. Resolution No. 3616 – Triennial Fresno County Plan for Providing Educational Services to Expelled Youth July 1, 2018-June 30, 2021

Adopted Resolution No. 3616 approving the triennial Fresno County Plan for Providing Educational Services to Expelled Youth from July 1, 2018, to June 30, 2021.

Motion: Approve, Moved By Board Member Chris Casado, Seconded by Board Member . Passed. 7-0. Board Members voting Ayes: Budd, Casado, Fogg, Heryford, Hovsepian, Sandoval, Van Volkinburg

Q. INFORMATION

Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.

1. Secondary New Course of Study Proposals 2018-19

Authorize the Superintendent or designee to approve the New Course of Study Proposals for use in the District's high schools for the 2018-19 school year, as submitted.

2. Agreement with the Welty Center at California State University, Fresno for BCII Leadership Seminars

Authorize the Superintendent or designee to enter into an agreement with the Welty Center at California State University, Fresno to provide professional learning for the Foundation for Building Coherence for Instructional Improvement Leadership Seminars, as submitted.

3. School Year Calendars for 2018-19 and 2019-20
Approve the recommended school calendars for the school years 2018-19 and 2019-20, as submitted.
4. Revised Board Policy No. 1101 – *Board Bylaws*
Approve revisions to Board Policy No. 1101 – *Board Bylaws*, as submitted.
5. Ratification of Purchase Via Piggyback from National Intergovernmental Purchasing Alliance
Approve the purchase of supplies and equipment utilizing various contracts from National Intergovernmental Purchasing Alliance and recognize that it is in the District's best interest to make the purchase without advertising for bids pursuant to Public Contract Code Section 20118.
6. Resolution Ratifying Purchase Agreement for Real Property for the Proposed Minnewawa and International Avenues Property for Elementary School Site
Upon successful completion of negotiations, approve a forthcoming resolution authorizing approval of the purchase agreement to acquire more than 19 gross acres near the intersection of Minnewawa and International avenues in unincorporated Fresno County from Ciao Properties, LLC, for use as an elementary school site.
7. Resolution No. 3613 – Annual Uniform Public Construction Cost Accounting Act
Approve Resolution No. 3613 adopting Uniform Public Construction Cost Accounting Act (UPCCAA) procedures as outlined by the Public Contract Code.

R. BOARD SUBCOMMITTEE REPORTS

1. Budget (Budd, Casado, Hovsepian)

At the December 5 meeting of the Budget Board Subcommittee, members reviewed the 2017-18 first interim report. Members praised the Administrative Services and Business Services staff for their fourth consecutive year of earning a clean audit report. A Campus Catering facility update was given. The department's new building, which will be leased on the southwest corner of Herndon and Sunnyside avenues, will be under construction by February. Staff is expected to be able to occupy the building in November 2018. It will be 11,000 square feet and include a 160-person capacity conference room. Multi-year projections were reviewed. Members noted that even conservative analysts are predicting that LCFF will be fully funded by next year. Finally, employee health benefits were discussed. Clovis Unified's new Employee Health Center will be completed in January and is expected to be fully operational for employees in February. Additionally, members learned that enough money was saved due to responsible employee health benefit use that there will be a "premium holiday" in December and January for all benefited employees.

2. Center for Advanced Research and Technology (CART) (Sandoval)

The CART Board of Directors did not meet.

3. Curriculum (Budd, Hovsepian, Van Volkinburg)

At the November 28 meeting of the Curriculum Board Subcommittee, members reviewed proposed new secondary-level courses of study. Some of the 15 proposed courses are only available at the Center for Advanced Research and Technology (CART) or Clovis Online School but most are available at all five of the district's comprehensive high schools. A binder with information detailing the new course descriptions was made available for all Board members to review at the December 6 Board meeting. Also discussed was new Assembly Bill 261 which amends California Education Code to require that, as of January 1, 2018, student board

members have preferential voting rights. Student board members will have access to all non-confidential meeting materials, and, during the meeting, the option to share their opinions on agenda items and to cast preferential votes. The Curriculum, Instruction and Accountability Department's Supplemental Services Department is seeking to hire a District Community Liaison, the duties of which include interpreting and translating in Spanish for Clovis Unified students and families. An Assessment update was given with members learning that the release of the state's Data Dashboard was delayed to December 7.

4. Facilities (Fogg, Heryford, Sandoval)

At the November 17 Facilities Board Subcommittee meeting, members of the Facilities Board Subcommittee reviewed the change order, bond measure finance, and design, bid, and construction reports. Members learned that the district has \$5 million in CTE grant and bond money that is being used toward construction projects. A potential project was discussed in which Buchanan's Gold Star Soldiers and all CUSD graduates who served in the military would be honored through a memorial feature installed at the Veterans Memorial Stadium on the Buchanan High School campus. The project is in partnership with Clovis Veterans Memorial District which would provide the funding for the memorial while Clovis Unified would provide the land and maintenance. A comprehensive report on the district's solar project was given during the subcommittee meeting. Because members of the Facilities Board Subcommittee requested that copies of the report be given to the full Board, all Board members received the solar report in their December 6 Board meeting information packets. Members commented that solar has proven to be a wise investment for the district with Phase I exceeding expectations and that the break-even point will be realized sooner than projected due to significant energy cost savings.

S. BOARD MEMBER REPORTS

T. SUPERINTENDENT'S REPORT

U. ADJOURNMENT

With no further business before the Governing Board, the meeting was adjourned at 8:33 p.m.

RESPECTFULLY SUBMITTED:

Clerk

Secretary

Student Board Member Report

December 6, 2017

Buchanan High School

The Buchanan girls' cross country team placed second at the CIF State Cross Country Championships with Corie Smith and Meagen Lowe finishing first and second place individually. The team also competed at last weekend's Nike Cross Nationals in Portland, taking 12th in the Nation. Corie and Meagen were named All-Americans and the fastest sophomore and junior west of the Mississippi.

Football competed in the Valley Championships against Central. Buchanan is proud of its team for reaching the Valley finals for the first time in 17 years.

Buchanan is celebrating two Crystal Award winners this year: Head Counselor Jeff Hodges and Science Teacher Kendia Herrington.

Buchanan's 19th annual diversity talent show, "Harmony," features performances by multicultural clubs and special needs students. All are invited to attend a free performance on Thursday at 7:00 p.m. in the multi-purpose room.

Leadership classes are hosting the annual Canned Food Drive with a goal of raising more than 3,000 cans to donate to community members in need.

On December 16th, BHS' Activities Department will host the Ugly Sweater Special Needs Holiday Party. Clovis Unified's Special Education students are invited to dance, decorate Christmas cookies and meet Santa at this fun event.

Buchanan will host its annual Powder Puff game, "The MS Society Bowl," on Thursday, December 21st. All proceeds benefit the Multiple Sclerosis Society.

Clovis East High School

It's a great day to be a Timberwolf!

The annual canned food drive is underway, and the Reagan Educational Center is eagerly hoping to beat last year's total of more than 39,000 units of food collected. Non-perishable food items can be donated to any REC teacher with prizes given to those who donate. In order to give students a little extra motivation, English Teacher Jaime Arredondo and Clovis East students are busy creating a sequel to last year's video, "Cans, Cans, Baby." In addition to collecting food this holiday season, many Clovis East organizations are also teaming up to participate in "Toys for Tots" and "Coats for Kids."

The Clovis East Medical Careers team had the opportunity to tour the Central California Blood Center last week where they met and heard from medical professionals and donated blood. In total, their contributions will save 66 lives. Students in the class are using the information they learned to host the school's blood drive in March.

Yesterday, students from many different groups on campus participated in Human Relations Day, a day geared toward breaking down barriers, building positive relationships and making new friends. Students left inspired and ready to make a positive impact on the rest of the campus.

Clovis High School

Clovis High School is off to a wonderful winter season.

The Clovis High girls' water polo team had a victorious season winning the Valley Championship game played at Sanger High School versus the Apaches.

In the spirit of giving, the Cougars are participating in and sponsoring many community service projects this holiday season. The Ecology and Veterans clubs collected 3,000 cards to send to American troops, while the Interact Club collected Thanksgiving baskets to distribute to local families. They are currently collecting for a non-perishable food drive and sponsoring more than 50 children in a Star Tree project. Students, staff and community members have truly come together to support Clovis and Fresno area families.

Clovis High's Powder Puff game is December 13th at Lamonica Stadium. Teams will go head to head to compete for the title of Powder Puff Champion. The ladies will play Football while the gentlemen will be their Cheerleaders.

On December 19th, the Clovis High School Choral Department will present "Yuletide Joy" at the Shaghoian Concert Hall. It will be a wonderful evening for all.

On Friday December 22nd, Clovis High will honor all winter athletes during a Blacklight Rally. This will be an exciting rally of lights, neon, lasers, and fun.

Clovis North High School

Clovis North remains dedicated to the pursuit of inclusivity and a cultivation of the "Bronco Way" amongst the staff and student body.

Clovis North Drama opened its production of "The Best Christmas Pageant Ever," which has already sold out for three showings.

Dre Castro was Clovis North's nominee for the California League of High Schools Educator of the Year Award for Region 7. She is the boys' water polo director, honors English 9 teacher and English Department chair.

Sara Silva was the Clovis North Area nominee for the California League of Middle Schools' Region 7 Educator of the Year. She is a Granite Ridge AB teacher as well as the Reading Apprenticeship site coordinator, SST coordinator and CSI facilitator.

The Clovis North marching band competed at the Western Band Association Championships and took fourth in the 4A Division and seventh overall in State.

Thirteen CN students performed at the ACDA Central Region Honor Choir. Of these, seven were selected to be part of the State Honor Choir.

Basketball kicked off the season by hosting the Valley Children's Hospital Tip-Off Invitational and bringing home a win.

Finally, Carlos Zuniga was awarded with KSEE 24's Educator of the Week. He was recognized for his exemplary work as a former AB teacher, Peer Counseling advisor, and current Activities Director.

Clovis West High School

Clovis West wrapped up a strong fall sports season with football making it to the semi-finals round of the CIF playoffs and cross country racing strong at the CIF Central Section Championships. Quarterback Adrian Martinez was honored on November 29th as a member of the 2018 Under Armour All-America Game and presented with a game jersey.

Winter sports are off to a great start. Boys' soccer won 3-2 against McLane and 4-0 against Madera. Boys' basketball won the Nor-Cal Tip-Off Tournament in Rocklin this past Saturday, and girls' basketball placed second in the very competitive Nike Central Showdown. Wrestling took fourth place at the Bulldog Classic in Oak Hills and is preparing for their very own Clovis West Wrestling Shootout this Saturday.

On November 15th, Clovis West educators Tom Brocklebank and Denise DenHartog received surprise announcements that they are 2017 Crystal Award winners for their commitment to students and unparalleled work ethic. Clovis West also wrapped up a successful canned food drive, raising 4,395 units of food for the Pinedale Good Neighbor Center. The canned food drive will continue throughout this week at the Clovis West Area feeder schools.

This past Saturday, band and color guard performed in Old Town Clovis Kiwanis' Children's Electric Christmas Parade and got into the holiday spirit with twinkling lights on their instruments.

Title: Gallagher Benefit Services' "Best of the Best" Award
Presentation

CONTACT PERSON: Steve Ward

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Alan Thaxter of Gallagher Benefit Services will attend the Board meeting to present to the Governing Board the company's "Best of the Best" Award earned by Clovis Unified. The District is one of only 28 organizations nationwide, and one of just two on the West Coast, to be recognized with this award.

DISCUSSION:

FISCAL IMPACT/FUNDING SOURCE:

REVISIONS:



Board Agenda Item
Tuesday, January 9, 2018

Title: Charter School Petition

Agenda Item: M. - 1.

CONTACT PERSON: Eimear O'Farrell

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Upon the January 2, 2018, receipt of a petition by community members to establish the One & Only Academy charter school within Clovis Unified School District, a Public Hearing will be held during the January 17, 2018, Governing Board meeting to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents, pursuant to California Education Code 47605(b).

DISCUSSION:

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Public Hearing Notice - Charter School Petition	1/10/2018	Backup Material
One and Only Academy Charter Petition 1	1/12/2018	Backup Material
One and Only Academy Charter Petition 2	1/12/2018	Backup Material
One and Only Academy Charter Petition 3	1/12/2018	Backup Material
Appendix A	1/12/2018	Backup Material
Appendix B	1/12/2018	Backup Material
Appendices C, D, E	1/12/2018	Backup Material
Appendix F	1/12/2018	Backup Material
Appendices G, H	1/12/2018	Backup Material
Appendix I	1/12/2018	Backup Material

REVISIONS:



Public Hearing on the One & Only Academy Charter School Petition

A Public Hearing on the One & Only Academy charter school petition will be held by the CUSD Governing Board to consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents, pursuant to California Education Code 47605(b).

The hearing will commence no earlier than 6:45 p.m. on Wednesday, January 17, 2018, in the Clovis Unified School District Boardroom, 1680 David E. Cook Way, Clovis, CA 93611. The Public Hearing will be held as close to 6:45 p.m. as the business of the Governing Board permits.

One & Only Academy

Charter Petition

Submitted to the Clovis Unified School District

For the term July 1, 2018 through and including June 30, 2023

RECEIVED

JAN 2 2018

4:20 PM

SUPERINTENDENTS OFFICE

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Appendix E:	Conflict of Interest Code
Appendix F:	Initial Board of Directors
Appendix G:	Budget
Appendix H:	LCFF Calculator
Appendix I:	Letter of Intent for Facilities

Affirmations and Declaration

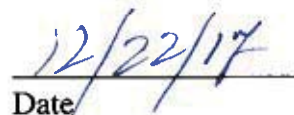
As the authorized lead petitioner, I, Harmit Singh Juneja, hereby certify that the information submitted in this petition for a California public charter school to be named One & Only Academy (“O&OA” or the “Charter School”), and to be located within the boundaries of the Clovis Unified School District (“CUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of One & Only Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]


Lead Petitioner


Date

Introduction

Introduction to One & Only Academy

One & Only Academy is the work of a team of parents, educators, and business professionals who have the desire and experience to nurture today's learners into tomorrow's leaders. The foundation upon which students build their future is based on all aspects of the early years of their lives. At One & Only Academy, it is our desire to help students construct a strong academic foundation by developing a quest for knowledge, a connection to culture and a love for humanity in a safe, inclusive, and nurturing environment.

Excelling academically is paramount, and developing as a citizen with an outstanding moral character with close connections to the community, who will develop into leaders driving our society forward is the consummate goal. By expanding the knowledge obtained from the classroom, students will apply the skills they learn in every aspect of their lives and by so doing, enhance the community at large.

Every child deserves the opportunity to attain his or her highest potential and to be given the space and support to develop a strong moral compass. It is imperative to us that each child challenges his or her skills, ability, and knowledge base to not only be successful in his or her own life, but also to become a beacon that lights the way for others.

At One & Only Academy, we will nurture today's learners into tomorrow's leaders. The committed group of educators, community members and professionals who are founding this charter school chose the name One & Only Academy by recognizing that life presents itself moment by moment. The name One & Only Academy is a constant reminder that we need to be the best every moment as it is the one and only moment before us.

Founding Members

Our founding members are both parents and community members who are dedicated to creating a strong educational experience for children of all backgrounds. All founding members will also serve as the initial Board of Directors.

Table i.1: One & Only Founding Members

	<i>Curriculum, Instruction, Assessment, Student Services</i>	<i>School Administration & Finances</i>	<i>Project Management, Strategic Planning</i>	<i>Business & Financial Management</i>	<i>Facilities, Real Estate</i>	<i>Fundraising, Grant Writing, Donor Relations</i>	<i>Governance, Law, Compliance</i>	<i>Community Outreach, Communications</i>
Harmit Juneja	X		X	X		X	X	X
Dr. Amrik Singh	X	X	X		X	X	X	X
Ravinder Badhesha	X	X					X	
Pat Di Cicco			X	X	X	X	X	X
Harmit Kaur	X							X
Shalinder Dang				X	X			X
Sohinder Singh				X	X			X

Biographies of Founding Members

Mr. Harmit Singh Juneja: Mr. Juneja is a mechanical engineer and entrepreneur turned high school teacher. He graduated with a Master of Science in Mechanical Engineering from the University of Wisconsin-Madison. As an entrepreneur, he worked closely with government, industry, and academia partners to secure research grants, manage and execute projects. A strong desire to serve the community brought about a shift in Mr. Juneja's life and guided him to the realm of K-12 education. He views teaching as a powerful practice in self-awareness and a wonderful opportunity to cultivate relationships with students and encourage their love for learning. Mr. Juneja is grateful to be a part of this endeavor and looks forward to serving the community.

Dr. Amrik Singh: Dr. Singh serves as the Principal of Sacramento Valley Charter School (SVCS), and also teaches coursework in Punjabi linguistics and ethnic studies at the Sacramento State University. Skilled in research, non-profit organizations, and grant writing, Dr. Singh is a strong education professional with a Doctor of Philosophy (Ph.D.) focused in English Language and Literature/Letters from Panjab University. Dr. Singh has demonstrated a successful history of working in the higher education and K-12 sector. He possesses a deep understanding of the education and operational nuances of a charter school and brings invaluable expertise to the team.

Ms. Ravinder Kaur Badhesha: Ms. Badhesha began her career in education serving a diverse group of bilingual students for fifteen years. With a growing bilingual population and an increasing value placed on speaking a second language, she was appointed in-charge of the Bilingual Program and also served as the director of after-school programs at Central Unified School District. She holds a Masters in School Counseling from National University and has been serving the students of West Park Charter Academy in her role as a school counselor for the last ten years. Ms. Badhesha brings along a wealth of experience in understanding the social and emotional needs of students, and a thorough knowledge of charter school operations.

Mr. Pat Di Cicco: Mr. Di Cicco has a family history of doing business in the Fresno area for sixty years and has personally owned and operated three restaurants and managed a team of 175 employees. He graduated from the Fresno State University with a Bachelor of Science in Marketing in 1982, and was responsible for developing new business and training sales teams for Fortune 500 companies such as Nestle. As the chair of Sister Cities International of Fresno, Mr. Di Cicco facilitated exchange programs for high school and college students between the cities of Fresno and Verona, in 2010. More recently, Mr. Di Cicco has been focusing on residential, commercial, and turn-key real estate projects. A former candidate for city council, and an active member of business associations, Mr. Di Cicco has strong ties in the Fresno community. His diverse experience and strong network strengthens our business and planning capabilities and opens avenues for community and business outreach.

Ms. Harmit Kaur: Ms. Kaur brings a unique international perspective in education and community welfare. She holds a bachelor's degree in Humanities and a master's degree in Political Science. She served as a K-12 teacher in India for five years before moving to Australia in 2008, where she received a diploma in community welfare. Since 2014, Ms. Kaur has been working as a cultural broker at the Holistic Cultural and Education Wellness Center, which provides culturally and linguistically appropriate education, training, and linkage services to un-served and underserved individuals. Ms. Kaur's team works with women, children, and elderly clients to

create cultural awareness and bonds within communities, in an effort to promote mental health and well-being. Ms. Kaur is very active in coordinating outreach efforts and looks forward to organizing community service projects involving the Charter School.

Mr. Shalinder Dang: Mr. Dang is a successful entrepreneur with a well-established retail business in the Fresno area. He has effectively used inventory tracking tools, social media communications, and innovative product offerings to establish a well-run business for over 25 years. Mr. Dang has personally been a victim of excessive bullying, growing up in the Fresno area, and is passionate about enabling safe and nurturing educational environments for our children.

Mr. Sohinder Singh: Mr. Singh is a successful entrepreneur with a network of retail businesses in Fresno. Mr. Singh was successfully operating 21 retail locations and has recently scaled down to give more of his time to family and community projects. He has an impressive record of astute business and financial management and considers the importance of cultivating positive human relationships as a paramount factor for the success of organizations.

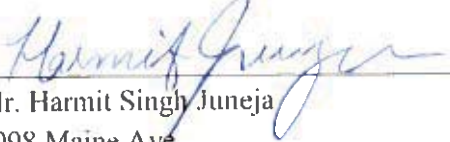
Consultants

Young, Minney & Corr, LLP: YM&C is proud to be California's most experienced, knowledgeable, and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, we represent more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation. YM&C attorneys argue before state and federal agencies and every level of California courts, including the California Supreme Court, the federal district courts, and the Ninth Circuit Court of Appeal. YM&C's work now extends past California to Washington, Oregon, New York, and Arizona.

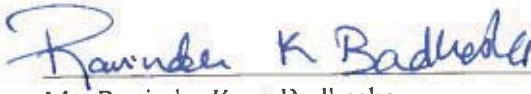
Charter Schools Management Corporation: CSMC is the nation's premier business back-office provider to charter schools. We are committed to helping charter schools by offering our expertise in charter development, payroll, governance, finance, back-office, and a full range of business services. CSMC manages charter school business, so the charter school can focus on high-level student achievement through the medium of community-centered public charter schools. CSMC has more than 70 employees serving over 160 schools in 12 states across the United States.

Formal Application for Approval

With this charter petition, we formally apply¹ to the Clovis Unified School District for authorization to operate One & Only Academy as a charter school. Our signatures below signify this formal application.


Mr. Harmit Singh Juneja
1998 Maine Ave.
Clovis, CA 93619
Tel: 248-408-1086

Dr. Amrik Singh
8339 Holly Jill Way
Sacramento, CA 95823
Tel: 916-212-8550


Ms. Ravinder Kaur Badhesha
855 S. Susan Ave.
Kerman, CA 93630
Tel: 559-269-9842


Mr. Pat Di Cicco
2951 W. Silverhill Lane
Fresno, CA 93711
Tel: 559-287-7233


Mr. Sohinder Singh
11528 N Armstrong Ave.
Clovis, CA 93619
Tel: 559-417-2275


Ms. Harmit Kaur
445 S. Argyle Ave., APT 224
Fresno, CA 93727
Tel: 559-777-0835

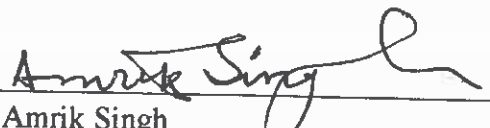

Mr. Shalinder Singh Dang
2379 E. Oakmont Ave.
Fresno, CA 93730
Tel: 559-360-6587

¹ CUSD Administrative Regulation No. 1303.

Formal Application for Approval

With this charter petition, we formally apply¹ to the Clovis Unified School District for authorization to operate One & Only Academy as a charter school. Our signatures below signify this formal application.

Mr. Harmit Singh Juneja
1998 Maine Ave.
Clovis, CA 93619
Tel: 248-408-1086


Dr. Amrik Singh
8339 Holly Jill Way
Sacramento, CA 95823
Tel: 916-212-8550

Ms. Ravinder Kaur Badhesha
855 S. Susan Ave.
Kerman, CA 93630
Tel: 248-408-1086

Mr. Pat Di Cicco
2951 W. Silverhill Lane
Fresno, CA 93711
Tel: 559-287-7233

Mr. Sohinder Singh
11528 N Armstrong Ave.
Clovis, CA 93619
Tel: 559-417-2275

Ms. Harmit Kaur
445 S. Argyle Ave., APT 224
Fresno, CA 93727
Tel: 559-777-0835

Mr. Shalinder Singh Dang
2379 E. Oakmont Ave.
Fresno, CA 93730
Tel: 559-360-6587

¹ CUSD Administrative Regulation No. 1303.



Element One: Description of Education Program

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

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

General Information

The lead petitioner and contact person for this Charter School is:	Harmit Singh Juneja
The contact address for Charter School is:	1998 Maine Ave., Clovis, CA 93619
The contact phone number for the Charter School is:	559-997-6659
The contact email for the Charter School is:	harmit.juneja@gmail.com
The proposed address of the facility and target community to be served by Charter School is:	2630 N. Locan Ave. Fresno, CA 93737
The grade configuration of Charter School is:	TK-8
The number of students the first year will be:	175
The grade levels for the students in the first year will be:	TK-5
The Charter School's scheduled first day of instruction in 2018-2019 is:	September 4, 2018
The enrollment capacity is:	410
The type of instructional calendar will be:	Traditional
The instructional program for Charter School will be:	TK-8 Traditional Seat Based
The term of this Charter shall be from:	July 1, 2018-June 30, 2023

Community Need

One & Only Academy proposes to operate as a public charter school in Clovis Unified School District for grades transitional kindergarten through eight will provide a rigorous, standards-based instruction assuring individualized attention, service learning, project based learning, mindfulness, and Punjabi² language instruction.

The families of the Clovis Unified School District and the Central Valley area deserve schools consistent with the best standards in education. This Charter petition describes the efforts of a group of concerned citizens to add to the fabric of our community through the establishment of a charter school.

The One & Only Academy will provide a rigorous, standards-based 21st century education including exposure to Punjabi language instruction. As it is with learning any second language, students develop a respect for all cultures, an appreciation of bilingualism, and naturally embrace diversity, whether they be differences of race, ethnicity or religion. By learning to embrace diversity, the students are better prepared to be successful in the 21st century.

21st century life skills will be taught in all grades TK-8 aligned with California State Standards including but not limited to, the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and English Language Development (ELD) Standards (hereinafter collectively referred to as the “State Standards”) into the core curriculum.

While the Charter school will be open to children from all backgrounds, background information regarding Americans of Punjabi descent explains the need for this school. Fresno County is home to thousands of Punjabi Americans, of which the majority are Sikhs³. In fact, the Central Valley has one of the largest concentrations of Sikhs anywhere in the United States. In 2012, a mixture of surveys and interviews were conducted among 250 local children. From the data collected, it was evident that students in Fresno suffer some of the worst bullying of the children surveyed around the country. The overall rate of bullying of Sikh children in Fresno was the second highest percentage of bullying, 54.5%, following Indianapolis⁴. Children who wore turbans or had uncut

²Punjab' is a state of India, located in the northwestern part of the subcontinent. 'Punjabi' is the language spoken by the majority of the residents of Punjab.

³ Sikhs' are followers of 'Sikhism,' a religion founded in Punjab during the mid-15th Century. Sikhism is a monotheistic religion that rejects discrimination based on things such as race, sex, ethnicity, religion or caste. Sikhs have lived in the United States for over a century. The US is home to over 500,000 Sikhs.

⁴ *Go home terrorist: A report on bullying against Sikh American school children.* (2014). The Sikh Coalition.

hair had a higher percentage of being subjected to acts of bullying and violence, consisting of having their turbans ripped off or having their hair cut. According to the report, Sikh students in Fresno believe they are bullied for a variety of reasons: their religious articles, religion, race, national origin, and even accusations that they are associated with terrorists. 63% of those bullied believed they were bullied on the basis of religion or ethnicity, and almost 27% believed it was because other students thought they looked like terrorists.

Time and time again, research shows that students who are bullied do substantially worse academically than those who are not bullied (Barrington, 2016, St. George, 2011, Wolpert, 2010). In 2016, California signed into law AB 2845, the Safe Place to Learn Act. This law was created to help school officials address bullying that is based on religious bias. The foundation of the Safe Place to Learn Act (2016) is that “Bullying is not a rite of passage; it is a civil rights issue, and school officials have a legal obligation to create a safe and healthy learning environment for our children.” O&OA wants to provide this opportunity to learn in a safe environment to the students of the Central Valley. In addition to providing this protected space to Sikh children, it will educate and create culturally diverse and aware students from all ethnicities.

One & Only Academy benefits from grassroots support from educators, students and parents from all walks of life. The Charter School is physically located at one site within District boundaries in building space provided through a lease with a Sikh Temple in Fresno. However, the Temple will not be involved in the operation or administration of the Charter School.

The Charter school will be located at 2630 N. Locan Ave., Fresno, CA 93737, and will grow in popularity in the community, by providing a high-quality, culturally rich program. As an approved charter with Clovis Unified School District, we believe the program can grow in supporting all students in grades transitional kindergarten through eight in receiving an individualized, rigorous, culturally relevant education in a safe, nurturing environment where students will actively contribute to the community.

Vision

One & Only Academy will nurture today’s learners to be tomorrow’s leaders.

Mission

One & Only Academy fosters safe and inclusive schools to cultivate leaders with academic excellence and outstanding moral character.

Best Practices to Achieve the Vision and Mission

- Forming healthy and respectful relationships throughout the school community to create an environment where students, parents, and staff feel safe, comfortable, and accepted.
- Laying the foundation for an effective learning experience by honoring the emotional needs of students.
- Practicing mindfulness to develop social, emotional, and academic learning competencies with an open heart and an open mind.
- Foreign Language in Elementary Schools (FLES) program in Punjabi that will result in cognitive benefits, academic achievement, awareness of cultures, empathy, and acceptance.
- Integrating “California Gardens for Learning” with the standards based core curriculum to promote community and social development, environmental stewardship, and a healthy lifestyle.
- Helping students learn at their own pace and to their highest potential by employing appropriate instruction methodologies, including, but not limited to, differentiated instruction and project based learning.

Core Values

INTEGRITY- Integrity is foundational to the O&OA community. We value truthfulness, sincerity, and ethical work. Those who remain true to themselves are shining examples to the rest of humanity.

SELF-AWARENESS- Introspection allows us to understand our thoughts, habits, and emotions. This gives individuals the ability to self-regulate and strengthens their emotional intelligence, which is critical in all aspects of life.

GRATITUDE- We value an attitude of appreciation. By exemplifying this to students, we endeavor to equip them with the necessary tools to live a content and happy life.

RESILIENCE- Resilience is required to navigate the ever-changing pace of life. Persevering in the face of external and internal stressors is learned by directing one’s energy toward positivity and productivity.

UNITY- We value the common spirit within the hearts of all humanity. Recognizing this enables us to have more mutually enriching interactions and to create a more connected community.

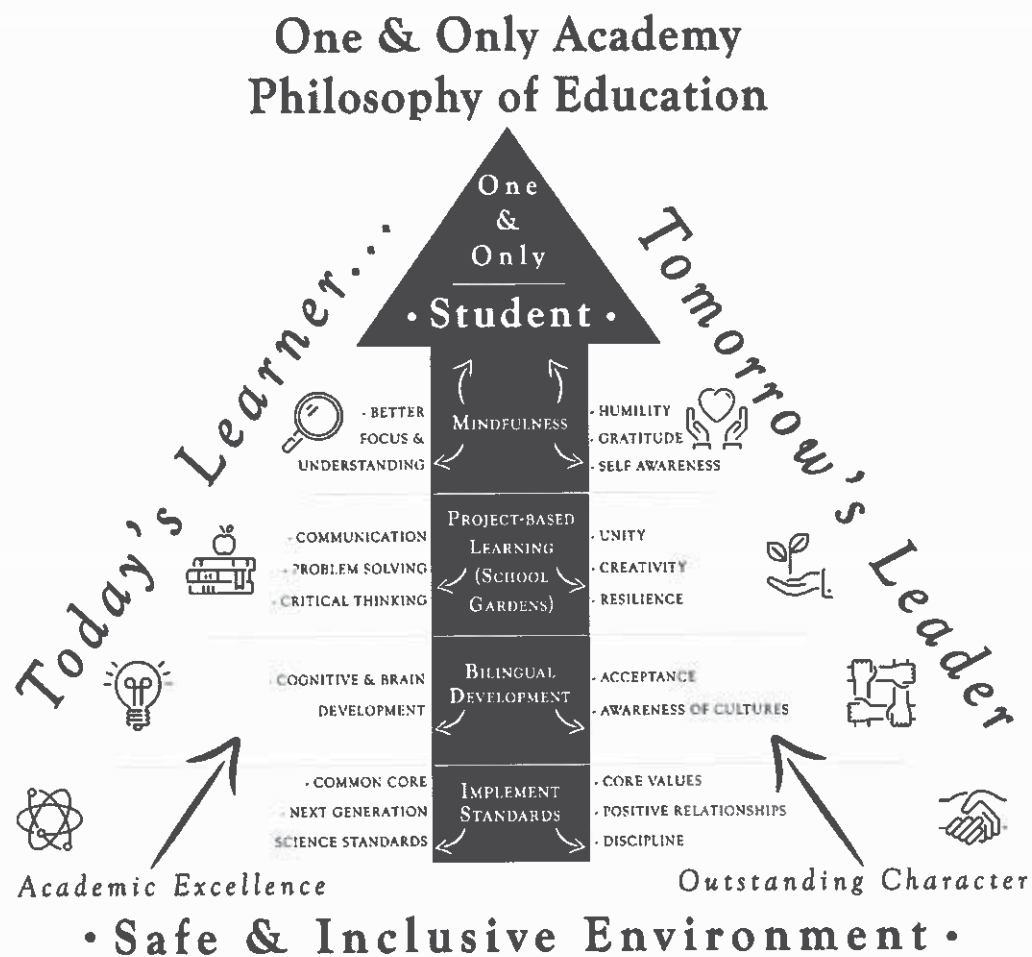
HUMILITY- We value humility as it opens doors for discussions and a willingness to learn from each other. It teaches us to learn from our mistakes, take success in stride, and to work in the collective best interest.

RESPECT- We value the inherent worth of individuals and strive towards building an attitude of professionalism and kindness throughout the O&OA community.

CREATIVITY- We value creativity as it leads to novel ways of thinking and creating. It motivates us to set high goals and work with resolve toward achieving them.

Educational Philosophy and Program

One & Only Academy's educational philosophy and program is reflective of our core values; they include a school garden and a mindfulness practice. By providing students with the necessary tools, both academically and socially-emotionally, we are setting them up for success.



Students will wear school uniforms as a way to reduce distractions and build a sense of community. Students will have access to state standard aligned core curriculum and materials that will offer rigorous and experiential learning. By participating in innovative programs such as the introduction to the Punjabi culture, California Gardens for Learning, and the practice of mindfulness, One & Only Academy will be educating and nurturing the whole child.

One & Only Academy feels that the most effective way to build a safe and inclusive learning environment comes from forming meaningful connections with our students. Simple, time-honored techniques such as not raising one's voice and pronouncing students' names correctly are great ways to start building relationships.

Putting the students' emotional needs first is important because without feeling safe and understood, no instructional strategy will be effective. By practicing mindfulness together, we will build relationships in the classroom and students will feel comfortable expressing their feelings. Students want to feel valued and a part of a larger school community. By forming bonds with our students and providing a sound educational framework for success, genuine learning will occur.

Creating an environment that embraces diversity better prepares students for the multi-ethnic tapestry of a 21st century world. To accomplish this, One & Only Academy will introduce various elements of the Punjabi culture into daily instruction. Language, music, dance, and art lessons will assist in developing student respect for all cultures. Integrating these subjects with state standards allows for both an academically rigorous and culturally aware program.

California Gardens for Learning offers a guide for hands-on learning experiences integrated with relevant academic content. A connection between gardens and science may seem obvious, and this program connects to not only earth science, but to life and physical science as well. Additionally, this program offers multiple connections to math, through activities and concepts such as calculations, comparisons, measurements, and varied representations of data (charts, graphs, etc.). Students analyze real-world situations and utilize math skills for problem solving. Language arts is included in the program through the use of journaling, documenting observations, researching relevant topics, and presentation of information. Throughout history, local economies and trade routes, as well as dietary needs, have been developed to accommodate local plants. The role of plants in various cultures and civilizations can be explored as part of the Social Science curriculum. Health and nutrition also take on more meaningful roles in the lives of students when they are the ones planting, cultivating, and growing their own food. In this age of fast paced technology and gadgets, the gardens present a unique opportunity for the students to witness the patience in nature, reinforcing the teachings of mindfulness. In addition to bringing learning to life, participating in California Gardens for Learning also leads to environmental stewardship, community and social development, academic achievement, and a healthy lifestyle.

Educators today are looking for alternative approaches to cultivate student attentiveness, concentration, compassion, and awareness. To further promote One & Only Academy's core values, the school will be using the practice of mindfulness across all grade levels, every day.

Mindfulness is a mental state achieved by focusing one's awareness on the present moment. Research has shown that the practice of mindfulness in schools supports immune function, cognitive development, attention skills, and emotional regulation.⁵ Additionally, students practicing mindfulness have experienced higher test scores, reduced impulsivity, enhanced sense of well-being, and greater executive functioning. These benefits have also been observed in the teachers and parents that work with schools and students that practice mindfulness. Neuroscience has shown that while the neocortex part of the brain has evolved to make up about 80% of the brain's mass, the reptilian and mammalian parts of the brain (these parts control our pleasure and fear and have supported human survival for millennial), can still take over and are responsible for irrational behaviors. Mindfulness is able to create connections between these various parts, allowing the rational, or neocortex, to make decisions or take control. By integrating all parts of the brain through mindfulness and the brain's neural-plasticity, we can generate stronger and healthier neural connections, leading to healthier mental habits.⁶

An important element in successfully implementing a mindfulness program at O&OA will be the training of both staff and students. Professional development will take place prior to the start of the school year, with refresher sessions taking place throughout the school year. Teachers will lead their classes in mindfulness, knowing that the first few weeks of school will be a time for practice and learning. Parent workshops will also take place to educate and inform parents on the benefits of mindfulness.

To institute mindfulness in a school setting, it is important to integrate it into the school's schedule. Our daily schedule reflects this. Every morning will begin with a dedicated time for this practice. In each classroom, the students will sit together on the carpet, or at their desks, depending on age and grade level. Together the class will sit quietly for 10 to 15 minutes as they practice mindfulness, starting with breathing and working toward focusing on the present moment. Mindfulness practice does not only include sitting quietly and focusing on the breathing, it also encompasses the use of mindful language and vocabulary. With practice, our students will learn what it means to have a mindful body and to be aware of the space around them. Vocabulary such as anchor breath and heartfulness will be explained and used daily, and throughout all subjects. The techniques of mindfulness should be utilized throughout the day as needed, they do not stay contained in the 10-15 minutes of scheduled practice. Teachers will utilize the language as needed:

⁵ Rechtschaffen, D. 2014. *The way of the mindful educator: Cultivating well-being in teachers and students*. New York, NY: Norton Publishers

⁶ Widdit, R. (2014). *Neuroplasticity and mindfulness meditation*. Honors Theses. Paper 2469. Western Michigan University

if class becomes chaotic, if students start to feel overwhelmed or anxious, before a test, and at the end of the day. We do understand that we cannot force students to practice mindfulness, it is our intention that students will want to practice mindfulness once exposed to it and having observed their classmates participating in the program. Whether or not a student joins in the daily practice, there is still the expectation that this period in the day is designed for quiet time and reflection.

Students to be Served

All TK-8 students are welcome to attend O&OA, and the Charter School serves students from diverse backgrounds who live in the Central Valley. Many students will come from families who speak Punjabi at home, but we will also welcome students with no exposure to the Punjabi language. The families who are attracted to O&OA understand the importance of educating the whole child, academically and compassionately.

Families will choose O&OA based upon the focus on appreciation of cultural diversity, rigorous academics, and a welcoming climate. O&OA anticipates growth as follows (the chart in no way limits further growth, in accordance with Education Code Section 47605(d)(2)(C)):

Enrollment Projections

Table 1.1: Enrollment Projections 2018-2023

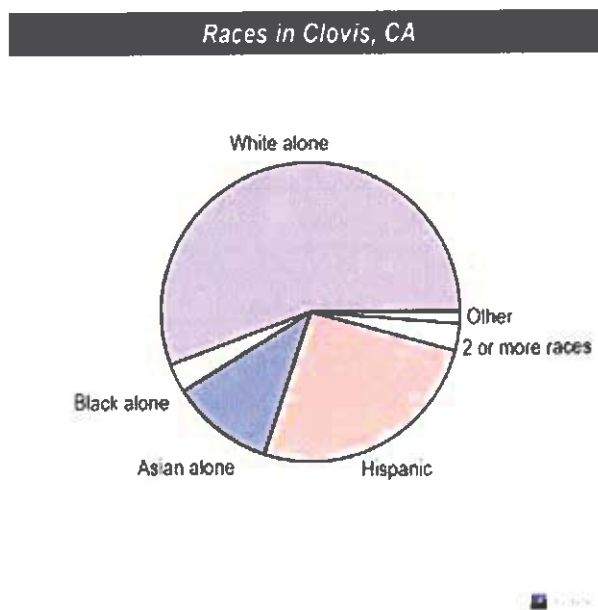
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK	10	20	20	20	20
K	40	40	40	40	40
1	30	50	60	60	60
2	30	30	60	60	60
3	25	30	30	60	60
4	20	25	30	30	60
5	20	20	30	30	30
6		20	20	30	30
7			20	20	30
8				20	20
TOTAL	175	235	310	370	410

O&OA anticipates providing free or reduced price meals for eligible students through Title I, either utilizing a food service vendor, or through its own staff and facilities when possible

Community Profile

In review of City-Data.com, the races in Clovis list Asians as 12% of the community's population.

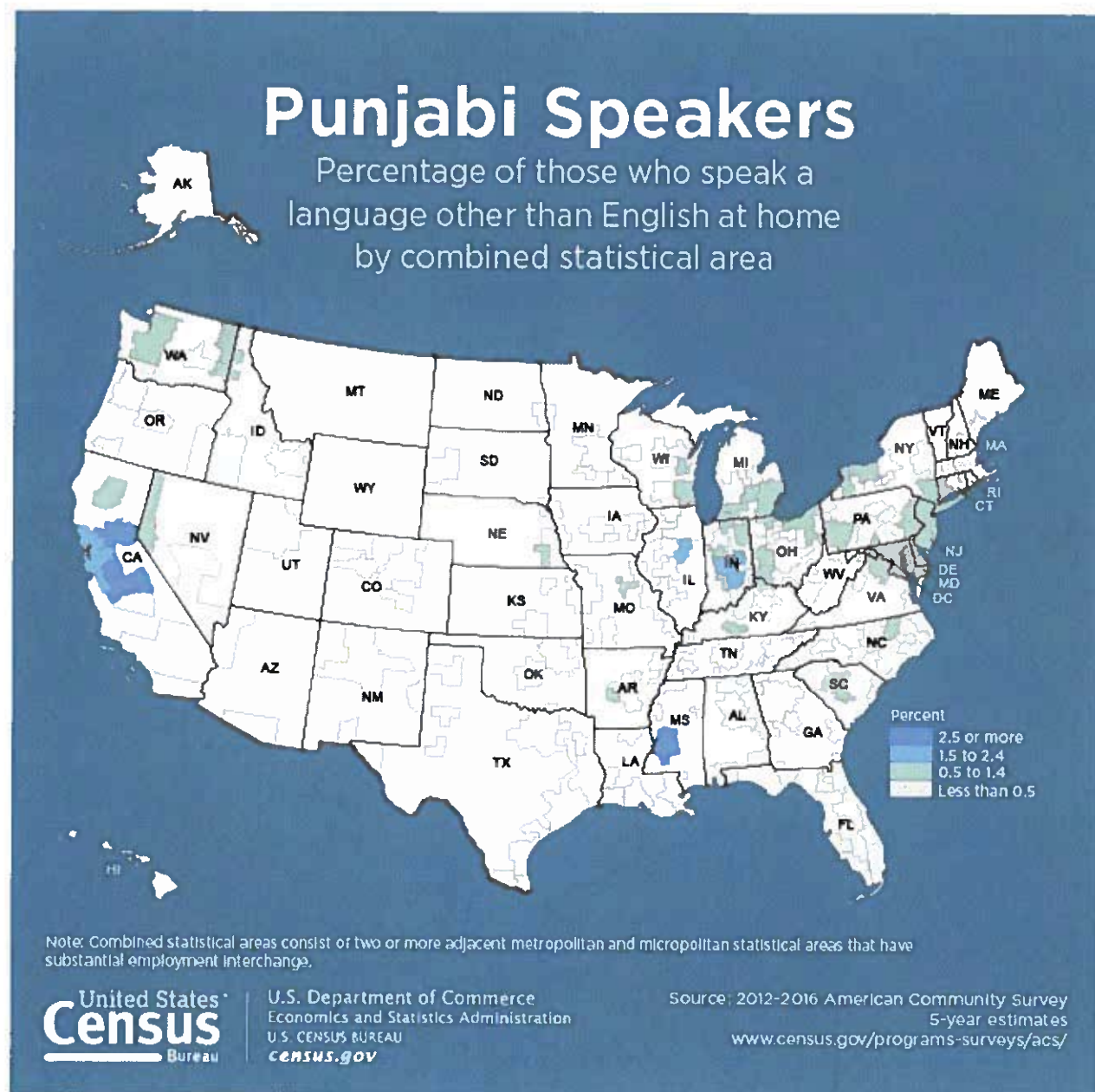
Chart 1.1: Table of Races in Clovis, CA



As Asian Indians are included in this number, our internal research indicates that there are over 500 Punjabi families, and nearly 700 students who speak Punjabi at home, in Clovis. There is believed to be more Punjabi speakers than reported on Home Language Surveys because most Punjabi speakers are also fluent in English. Since O&OA is open to all TK-8 students, the Charter School will be culturally rich as families choose this type of holistic education for their children whether they identify as White, Asian, African American or Black, Latino or Hispanic, Native American, Filipino or Two or More Races.

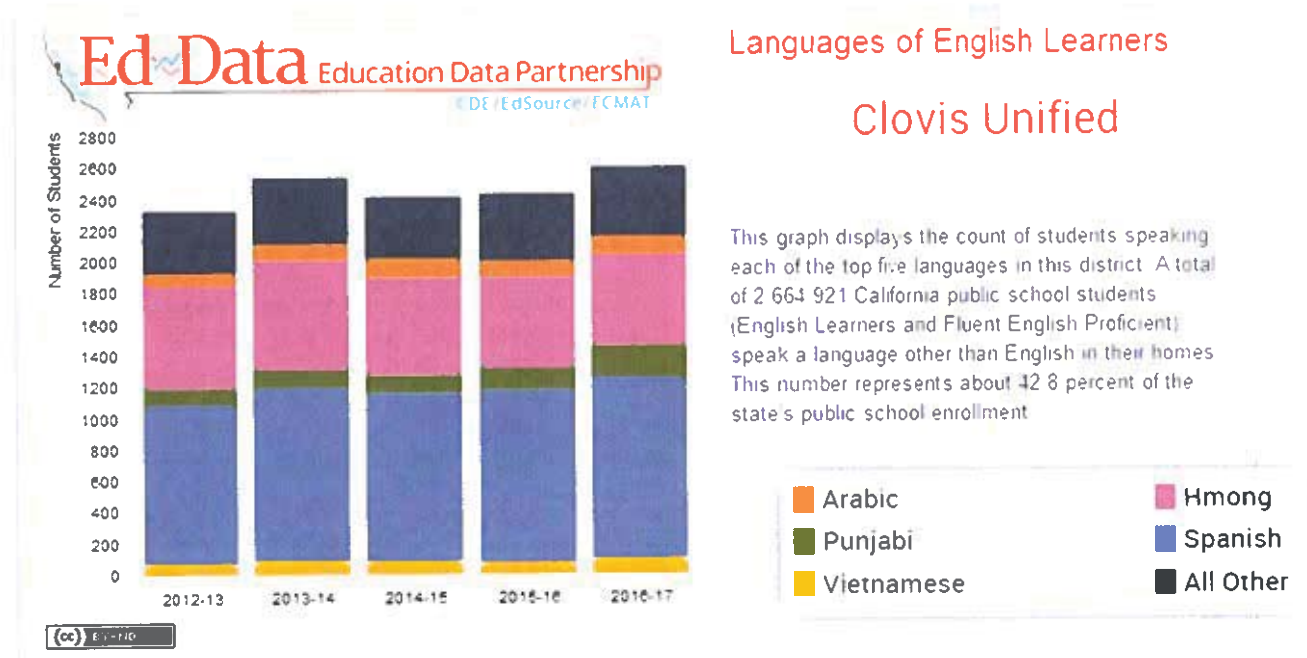
The U. S. Census data on Punjabi speakers shows that 2.5% or more of the residents in the Central Valley speak Punjabi at home. Fresno county has one of the highest percentage of Punjabi speakers in the United States.

Chart 1.2: U. S. Census Data on Punjabi Speakers



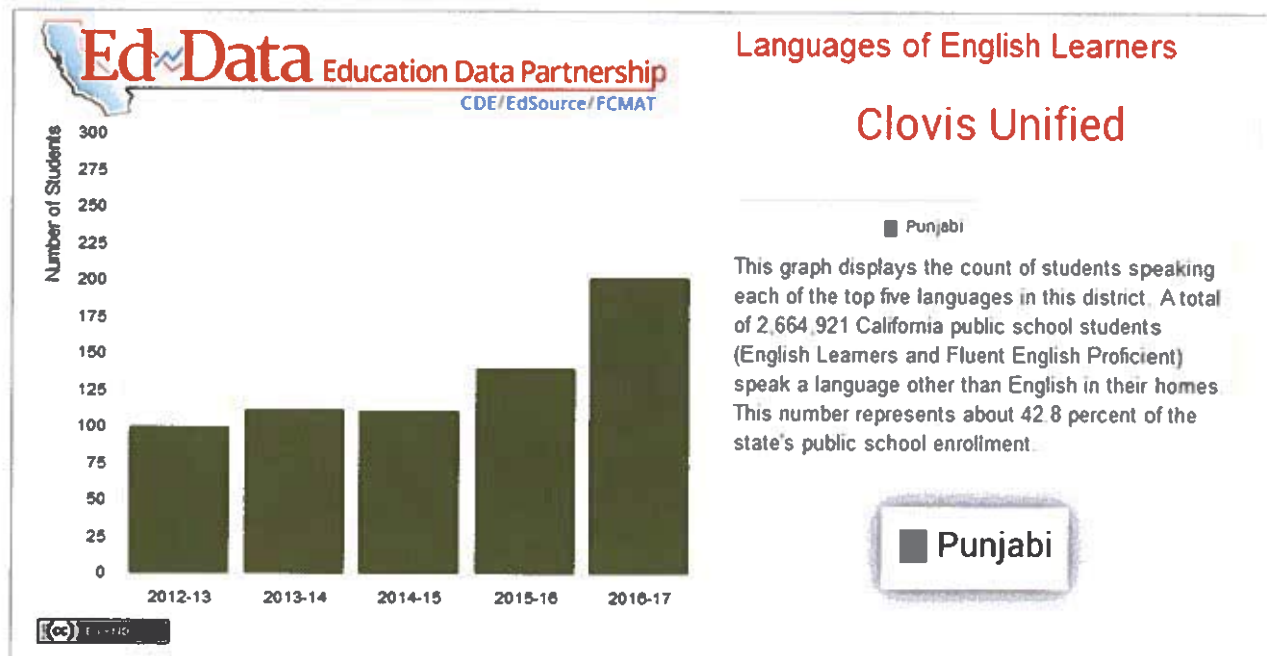
The Ed Data report shows the languages of English Learners in Clovis Unified School District. As noted, there are numerous languages other than English spoken at home.

Chart 1.3: English Language Learner Data in Clovis Unified School District.



The Ed Data Report shows the number of parents who identified their children as speaking Punjabi at home.

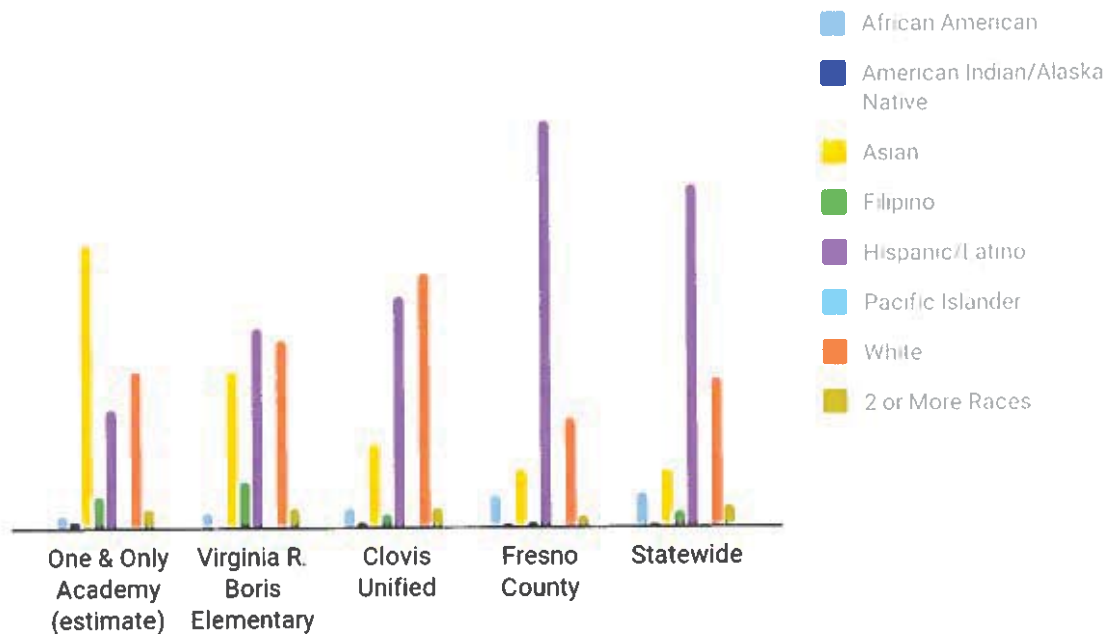
Chart 1.4: Punjabi Language Reported in Clovis Unified School District



Clovis Unified School District, Fresno County, and California are homes to diverse populations. One & Only Academy plans to have a student body reflective of its community. (<https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?agglevel=School&year=2016-17&cde=10621170133314>)

Chart 1.5: Comparison of Student Ethnicities by School, District, County and State

Student Ethnicities



How Learning Best Occurs

We believe that learning best occurs over time, with related experiences building upon each other resulting in both breadth and depth of understanding. Research and investigations of the learning process done by John Dewey, Margaret Meade, John Holt, David Elkind, Harvey Daniels and others demonstrate that relevant, authentic experiences with real questions and problems, in a safe environment that encourages experimentation and requires useful outcomes, result in durable learning and enthusiasm for the process.

We believe that learning best occurs in an environment that:

- Features a gardening and a mindfulness practice integrated into daily schedules,
- Encourages questioning and appropriate experimentation,
- Is accepting of varied methods of demonstrating knowledge,
- Promotes depth of learning,
- Promotes physical and emotional health and well-being,
- Supports English Learners with Specially Designed Academic Instruction in English,
- Is rich and demanding,

- Differentiates instruction to be inclusive,
- Is collaborative centered,
- Is developmentally supportive,
- Is psychologically safe,
- Supports project based learning,
- Supports self-expression, creativity and appropriate risk-taking,
- Models reflection and self-assessment,
- Models continued learning, interest and enthusiasm,
- Encourages multi-disciplinary and cross-curriculum study,
- Is relevant and authentic,
- Models and requires high-level thinking skills and communication skills,
- Is democratic and student centered,
- Celebrates cultural and individual diversity.

Educational practices that foster the learning environment where learning best occurs include:

- Student-centered curriculum with clearly articulated learning objectives,
- Hands-on learning activities,
- Acknowledgement of so-called “failure” as a necessary stepping stone for further investigation,
- Service learning and other ways of experiencing real-world problems,
- Collaborative investigations and demonstrations,
- Mini-lessons that address specific skills within the context of larger projects,
- Giving guidance and adequate time to self-reflect and self-assess,
- Democratic classrooms and school structure,
- Project based learning,
- Authentic assessments.

To create an environment conducive to these practices, One & Only Academy students will be provided with specific direction for learning and ongoing information as to how well they are performing related to goals set by the education staff. Expectations for academic and behavioral standards are communicated by example from older students, organization of daily routines within and out the classroom, daily/weekly objectives written on the classroom board, clear expectations shared by every adult on site, parent handbook, phone calls, student/teacher/parent conference, or communication through emails. Teachers and the Executive Director will meet monthly to discuss individual child and class progress and curriculum challenges. The Executive Director will address all individual and collective learning and behavioral needs with daily classroom observations,

teacher/parent emails of concern, student feedback, individual one on one assessments, modeling best teaching practices, and attention to assessment outcomes. Teachers will collaborate with each other by both grade level and by subject content. Every educator at O&OA is responsible for every child's academic and behavioral success whether in his/her class or another's class. This collective attitude for the success of every child and accountability by each adult ensures that every child has the chance to succeed.

Tools and resources that will be used to ensure an academically rigorous and standard-aligned educational environment that promotes learning include the following:

Project Based Learning- O&OA believes students learn best when they are actively involved in the learning process. Project-based learning has demonstrated positive results in countless research studies for engaging students and developing both academic and social skills necessary for success in school and life beyond school. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, self-assess against rubrics, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building" (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

Cooperative Learning- Students will have the opportunity to work together in formal and informal groupings, using a variety of criteria to group students, to enhance their learning. Students in higher grade levels will have reading and math buddies to help our younger students learn. Student leaders will be identified and will assist teachers with special projects. Teachers group students to enhance level reading and math success. Students in upper grades will model acceptable social and academic behaviors for students in lower grades.

Differentiated Instruction- All students' learning needs are met through differentiated instructional ("DI") strategies. By using DI, teachers modify learning to suit different learning styles of students. It is a process to teaching and learning for students of differing abilities in the same class. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001).

To implement DI, a teacher gives students options of learning a concept in a variety of ways. For example, one student may like to write a paper while another may like to work on an art project. At the same time, some students may like to work individually while other students may like to collaborate with each other. Offering students variety and choice in their work motivates them and they become partners in their own learning. One & Only Academy will identify students' strengths and weaknesses to provide appropriate interventions. Some examples may be to help a solitary student learn to work in a group, a verbal student to work individually, a child weak in writing to read more, and a student weak in drawing or technology to practice these skills. Through various mediums of differentiation such as specialized software, online resources, student choice, additional time, modified or accommodated work, teachers will ensure students have the opportunity to demonstrate standards mastery.

What it means to be an Educated Person in the 21st Century

One & Only Academy will provide its students an educational experience that prepares them for high school, college, leadership and life. The Charter School enables students to become self-motivated, competent, lifelong learners who are prepared for the challenges of the 21st Century. One & Only Academy believes that an "educated person in the 21st century" will have following skills:

- To think creatively and to have problem solving skills
- To be able to set short and long-term goals
- To be capable of using technology as a tool in the pursuit of continued learning
- To be good communicators
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity and honesty
- To be able to work with individuals of various backgrounds
- To be able to think critically, analytically, creatively, and logically
- To appreciate healthy lifestyle and dietary habits
- To be proficient in more than one language.

Among the goals of the Charter School is the objective to enable students to become self-motivated, competent, lifelong learners.

Instructional Program and Curriculum

The Charter School believes in an academically rigorous, standards-based curriculum. Teachers will receive ongoing intensive professional development to align their instruction and assessments. Teachers will “chunk” content standards to ensure standards mastery by all students. Teachers will be conversant with the skills that students are expected to learn at each grade level in all core subjects. Teachers will collaborate in Professional Learning Communities with other grade levels to ensure no gaps occur in teaching and learning and that content standards are covered in increasing depth and breadth. Content standards will be covered at more than one grade level in a spiral manner, and teachers will cover them in increased depth in higher grades. The Executive Director and teachers will continually enlist student and parent feedback to ensure that the curriculum is relevant and rigorous for our students. We firmly believe that by utilizing faculty to design curricular approaches to teaching and learning, supplementing standards-based curriculum, O&OA will provide a superior learning environment tailored to the individual needs of the student population.

Project-based learning (“PBL”) has been identified as an instructional method that will be used in conjunction with all subject areas and throughout the curriculum. By integrating PBL in all subject areas, students will gain knowledge and skills through investigating and responding to authentic, engaging, and complex questions. PBL encourages student learning through focusing on standards-based content and skills such as problem solving, communication, critical thinking, collaboration, and self-reliance. Projects are created through the framing of a meaningful problem that needs to be solved or answered. These projects are also student-centered and students are tasked with making decisions such as how they will work, what question they will answer, and what they will create.

Project-based learning looks different for each unit or lesson. For example, in earlier grades, a project might center around having a feast or party. Students use math to calculate the amount of supplies needed. Language arts can incorporate the writing of a story or invitation to the event. The basic parts of a research paper include identifying the “who, what, where, when, and why” of an event, much like an invitation. Science can involve the use of figuring out how to hang decorations or inventing a new dish. Art also is incorporated through the creation of themed decorations. Students are tasked with figuring this all out while staying focused on meeting state standards.

In upper grades, projects that focus on the creation of an amusement park or water park will be utilized. These projects incorporate the need to find areas, perimeters, and volume that cover math

standards. Through the creation of marketing materials, ELA standards are being met. The creation of roller coasters has students using science and physics standards. To extend this project, students can figure out how much money they would need to start up the business, and then figure out interest rates, principle funding rates, and total costs. They can also determine ticket prices and at what point they would break even or show a profit. By integrating all subject areas, students are able to show standard mastery through project-based learning.

Selection of instructional materials will be made pursuant to the Charter School's policy, and curricular materials will be reviewed and updated annually by the Board of Directors. These decisions will be based on results of standards-based benchmark assessments, California Assessment of Student Performance and Progress ("CAASPP") scores, and disaggregated data from ongoing assessment tools.

O&OA anticipates using the following instructional materials:

Table 1.2: Instructional Materials

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Link to Resource
English Language Arts/English Language Development	K-5 McGraw Hill- Reading Wonders 6-8 McGraw Hill- StudySync	Yes	https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA04M0.html https://s3.amazonaws.com/ecommmerce-prod.mheducation.com/unitas/school/program/studysync/studysync-program-overview.pdf

Mathematics	<p>K-5 McGraw Hill- My Math</p> <p>6-8 Glencoe Math</p>	Yes	<p>https://www.mheducation.com/prek-12/product/mcgraw-hill-my-math-grade-1-teacher-edition-volume-2-mcgraw-hill-education/0079057705.html</p> <p>https://www.mheducation.com/prek-12/program/MKTSP-GIP17M0.html</p>
Science	<p>K-5 McGraw Hill- Inspire Science</p> <p>6-8 Glencoe- iScience Life Science iScience Physical Science iScience Earth Science</p> <p>California Gardens for Learning – Life Lab</p>	Yes	<p>http://www.mheonline.com/inspire-science/</p> <p>https://www.mheducation.com/prek-12/explore/6-12-science/programs.html#middle-school</p> <p>http://www.lifelab.org/store/curriculum/</p>
History-Social Science	<p>K-5 MacMillan/McGraw Hill Social Studies</p> <p>6-8 McGraw-Hill Civics Today</p>	Yes	<p>https://www.mheducation.com/prek-12/program/MKTSP-AAA02M0.html</p> <p>https://www.mheducation.com/prek-12/product/social-studies-american-history-primary-source-document-library-cd-rom-windows-macintosh-mcgraw-hill-education/0028217012.html</p>
Foreign Language	<p>Punjabi based on World Language Content Standards (2009)</p> <p>Punjabi based on ACTFL World-Readiness Standards for Learning Languages</p>	N/A	<p>http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf</p> <p>https://www.actfl.org/publications/all/world-readiness-standards-learning-languages</p>

	Rishma Punjabi Reader		http://www.swanpublishers.com/product-category/cbse/rishma1/
Health/Physical Education	Based on Health Framework for CA Public Schools Physical Education Framework for CA Public Schools	N/A	https://www.cde.ca.gov/ci/cr/cf/documents/healthfw.pdf https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf
Visual and Performing Arts	Sheet Music Art Books based on Visual and Performing Arts Framework	N/A	https://www.cde.ca.gov/ci/cr/cf/documents/vpafamework.pdf
Laboratory Equipment	Life Labs	N/A	http://www.lifelab.org/store/curriculum/
MS Electives Agriculture Engineering Product Design Information Technology	Based on Career Technical Education Framework for CA Public Schools	N/A	https://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf

Students will participate in Punjabi language instruction. Research shows that students master a foreign language if they start learning in elementary grades. At present, most of the children in Punjabi families learn conversational Punjabi from their parents, but they do not become proficient in reading and writing, and they do not develop academic vocabulary at home. The Charter School fulfills their need to developing the academic side of the language for students who speak Punjabi in the home in addition to teaching conversational and academic Punjabi to students without exposure to the Punjabi language in the home. Since students will enter O&OA with varying levels of Punjabi proficiency, from none to fluent, groups will be created for Punjabi instruction so that all are able to learn, regardless of their starting point. Please refer to Appendix B for Punjabi World Language Program Scope and Sequence.

To help promote the education and implementation of the mindfulness component of O&OA's program, curriculum, tools, and resources from Pure Edge, Inc. will be used. Pure Edge provides a range of accessible open educational resources (OER) and professional development

opportunities that cover staff self-care, integration of mindfulness in classrooms daily, and health and wellness for students and staff. Additionally, other resources that promote social, emotional, and academic development are available and will be used. Curriculum is divided by grade spans; there is curriculum for grades K-2, 3-5, and 6-12. There is also an app that will be available to staff, students, and families to allow for continued mindfulness education and practice during non-school hours. Curriculum for all grades includes lesson units focusing on posture, healthy habits, and mindful movements and breathing. Reflection journals are provided for students in grades K-5. This research-based program is in partnership with Stanford University and University of Virginia. Pure Edge believes that with this program, students can achieve “success through focus” (PureEdgeinc.org).

Technology

As a 21st century Charter School, technology is very important. Every teacher has a laptop computer and a projector. In addition, every classroom will have sets of in-class computers on a secure Wi-Fi network for student use only. Technology is used to research information, supplement lessons, implement activities, and bring content material to life. Students also use computers for NWEA MAP testing and SBAC testing. Our primary goals are to develop strong oral and written communication, and educate global citizens who can speak and engage confidently with others. Technology is used to enhance the achievement of those goals.

College and Career Readiness

O&OA believes in a culture of college and career readiness, even as early as elementary school. Students will be exposed to various careers through field trips and guest speakers. One of the strategies that we are employing is to assure that students in grade 8 have the opportunity to take the PSAT. The PSAT is made up of two sections: Evidence-based Reading and Writing, and Math. Each section has a score range of 160-760, with an overall score range of 320-1520.

Agriculture is a tremendous career opportunity in the Central Valley. We will expose the students to the opportunities available in the agriculture industry by offering elective courses such as Agriculture Science. Hands-on learning will be encouraged through course offerings in Engineering, Product Development, and Information Technology.

Extracurricular Activities

Students of One & Only Academy will have opportunities to participate in both academic and culturally relevant extracurricular activities. Students will be able to take part in Spelling Bees, school and county-wide science fairs, and visual and performing arts activities.

Additionally, part of the students’ educational experience will be to do volunteer activities at each grade level starting in TK and Kindergarten. Students will make volunteering part of their routine.

Through this, they will gain real-world experiences, create a foundation of compassion, and foster deep connections to their community.

Field Trips

Field trips are also an important part of our TK-8 program. Students all attend traditional grade-level field trips as well as smaller incidental field trips throughout the year. Students in all grades will participate in field trips to increase their understanding of the farm to table concept such as visiting a mechanized farm or food processing plants. In kindergarten, students will tour the Fire Station and visit the Pumpkin Patch. In grade 1, students will go to the Chaffee Zoo. In grade 2, students will visit The Discovery Center. In grade 3, students will tour the Fresno Art Museum. In grade 4, students will visit Coarsegold Historic Village. In grade 5, students will visit Sacramento, Capitol of California. In grade 6, students will attend Science Outdoor School. In grade 7, students will tour the Downing Planetarium at CSU Fresno. In grade 8, students may visit Washington, DC, Capitol of the United States.

Instructional Strategies

The instructional design and strategies addresses identified needs of all students, including students with special needs and gifted students, to facilitate high academic achievement levels according to the Common Core State Standards. One & Only Academy will employ “best practices” approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction. Additionally, methods of instruction include a team approach whereby families participate in the Charter School’s design and are encouraged to volunteer in the classroom and Charter School activities. The foundational coursework, as outlined above, uses a rich repertoire of instructional strategies, curriculum, and materials.

Sample instructional strategies include:

- Essential Questions
- Project based learning
- Articulation of state standards
- Direct Instruction
- Guided Practice
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- Graphic Organizers
- Rubrics

- Involvement of community members and educational partners in instructional presentation

Instructional materials include but are not limited to the following:

- Subject matter text-books
- Supplemental learning aids as selected by teachers to aide in instruction
- Technological tools, such as computer software and the internet
- Manipulatives
- Laboratory equipment
- Newspapers
- Curricular materials provided by the community and educational partners

Professional Development

One & Only Academy has created a cohesive professional development program. Teachers will participate in intensive training prior to the opening of the school year. By reporting back up to five days before students, teachers start the year with either new or refresher professional development sessions on mindfulness practice, writing best practices, differentiated instruction, inclusion for all students, English Learner (“EL”) strategies, testing data and new programs or curriculum that will be used.

Monthly professional development meetings for staff are held and range from small group, department or grade specific, to whole staff. These meetings are held once a month, on a minimum day. The professional development calendar and topics are chosen through a collaborative approach made up of teachers and administrators.

Table 1.3: 2018-2019 Professional Development Calendar (Subject to Change)

Date	Time	Type	Topic
8-27-18	9 AM -12 PM	All Staff	Welcome Back & Introductions
	1 PM-4 PM	All Staff	Mindfulness Training
8-28-18	9 AM- 4 PM	Teachers	Introduction to Curriculum Instructional Best Practices Differentiated Instruction

8-29-18	9 AM- 4 PM	Teachers	Mindfulness Practice Creating Inclusive Environments Room Set-up
8-30-18	9 AM- 4 PM	Teachers	Project Based Learning Intro to Garden Project Vertical Planning Room Set-up
8-31-18	9 AM- 3 PM	Teachers	Special Education Presentation Questions Mindfulness Practice
9-12-18	1:30 PM- 3 PM	Teachers	Writing Strategies
9-19-18	1:30 PM- 3 PM	Teachers	Mindfulness Training Project Based Learning Training
9-26-18	1:30 PM- 3 PM	Teachers	Group Work
10-3-18	1:30 PM- 3 PM	Teachers	Project Based Learning
10-10-18	1:30 PM- 3 PM	Teachers	Review of NWEA data
10-17-18	1:30 PM- 3 PM	Teachers	Math Curriculum Training
10-24-18	1:30 PM- 3 PM	Teachers	EL Strategies
10-31-18	1:30 PM- 3 PM	Teachers	Mindfulness Check-in
11-14-18	1:30 PM- 3 PM	Teachers	Response to Intervention (“RtI”)
11-28-18	1:30 PM- 3 PM	Teachers	Review of ELA Curriculum
12-5-18	1:30 PM- 3 PM	Teachers	Rubrics
12-12-18	1:30 PM- 3 PM	Teachers	Vertical Planning
12-19-18	1:30 PM- 3 PM	Teachers	Benchmark Creation
1-7-19	9 AM- 4 PM	Teachers	EL Strategies Garden Program Mindfulness Special Education Inclusion

			Goal Setting
1-16-19	1:30 PM- 3 PM	Teachers	Best Practices
1-23-19	1:30 PM- 3 PM	Teachers	Vertical Planning
1-30-18	1:30 PM- 3 PM	Teachers	ELD
2-6-18	1:30 PM- 3 PM	Teachers	Writing Strategies
2-13-19	1:30 PM- 3 PM	Teacher	SBAC Information
2-27-19	1:30 PM- 3 PM	Teacher	Science Fair Projects
3-6-19	1:30 PM- 3 PM	Teacher	Project Based Learning
3-15-19	9 AM - 4 PM	Teacher	Mindfulness Practice The Garden Project RtI Interventions SBAC/MAP Update
3-20-19	1:30 PM –3 PM	Teacher	Math Literacy Night Planning
3-27-19	1:30 PM –3 PM	Teacher	SBAC Testing
4-3-19	1:30 PM –3 PM	Teacher	ELA Best Practices
4-10-19	1:30 PM –3 PM	Teacher	Math Best Practices
4-24-19	1:30 PM –3 PM	Teacher	The Garden Project
5-1-19	1:30 PM –3 PM	Teacher	Student Motivation
5-8-19	1:30 PM –3 PM	Teacher	Project Based Learning
5-15-19	1:30 PM –3 PM	Teacher	Special Education Inclusion
5-22-19	1:30 PM –3 PM	Teacher	End of Year Information
5-29-19	1:30 PM –3 PM	Teacher	Planning for Next Year
6-5-19	1:30 PM –3 PM	Teacher	Filling out Student Records

Proposed Charter School Calendar 2018 - 2019

ONE & ONLY ACADEMY SCHOOL CALENDAR 2018-2019

July 2018						
S	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	TH	F	SA
						1
2	3	4*	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	TH	F	SA
				1	2*	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8*	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	TH	F	SA
					1*	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12*	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	TH	F	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21*	22
23	24	25	26	27	28	29
30						

1/1/2018 4:24 PM

School Calendar 2018-2019 Key

School Starts

September 4

School Ends

June 21

Grading Period*

End of Quarter 1 – November 2

End of Quarter 2/Semester 1 – February 1

End of Quarter 3 – April 12

End of Quarter 4/Semester 2 - June 21

Professional Development Days

August 27-31, January 7, March 15

Parent Teacher Conference

November 9

HOLIDAYS

Jul 4 ☐ Independence Day

Sept 3 ☐ Labor Day

Nov 12 ☐ Veterans Day

Nov 19-23 ☐ Thanksgiving Break

Dec 24 ☐ Jan 4 ☐ Winter Break

Jan 21 ☐ Martin Luther King Day

Feb 12 – Lincoln's Birthday

Feb 18 ☐ President's Day

April 15-19 ☐ Spring Break

May 27 ☐ Memorial Day

Every Wednesday will be an early dismissal day for all O&OA students so the teachers have time for Professional Development and Collaboration.

Sample Daily Schedule

Table 1.4: Sample Regular Day Schedules

Grades TK-K		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:25-8:45	20
Language Arts	8:45-10:15	90
Recess	10:15-10:30	0
Math	10:30-11:35	65
Lunch	11:35-12:20	0
Social Science/Science	12:20-1:05	45
Language-Punjabi	1:05-1:35	30
ELD/UA	1:35-2:05	30
Recess	2:05-2:15	0
Art/Music	2:15-2:50	35
PE	2:50-3:10	20
Dismissal	3:10 –3:15	5

340

Grades 1-6		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:25-8:45	20
Language Arts	8:45-10:00	75
Recess	10:00-10:15	0
Language- Punjabi	10:15-10:55	40
Math	10:55-11:55	60
Lunch	11:55-12:40	0
Mindfulness Practice	12:40-12:50	10
Social Science/Science	12:50-1:40	50
PE	1:40-2:00	20
ELD/UA	2:00-2:30	30
Art/Music	2:30-3:10	40
Dismissal	3:10 –3:15	5

350

Grades 7-8		
Subject	Time	Instructional Minutes
Period 1 -PE/Health	8:25-9:05	40
Mindfulness Practice	9:05-9:15	10
Nutrition	9:15-9:25	0
Period 2 - LA/SS	9:25-11:15	110
Period 3 - Punjabi	11:15-12:15	60
Lunch	12:15-1:00	0
Mindfulness Practice	1:00-1:10	10
Period 4 - MA/SCI	1:10-3:00	110
Period 5 - Elective	3:00-3:30	30
		370

Table 1.5: Sample Early Release Day Schedules

Grades TK-K		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:25-8:45	20
Language Arts	8:45-9:45	60
Language-Punjabi	9:45-10:15	30
Recess	10:15-10:30	0
ELD/UA	10:30-11:00	30
Social Science/Science	11:00-11:35	35
Lunch	11:35-12:20	0
Math	12:20-1:00	40
Art/Music	1:00-1:30	30
PE	1:30-1:50	20
Dismissal	1:50-2:00	10
		275

Grades 1-6		
Subject	Time	Instructional Minutes
Welcome/Mindfulness	8:25-8:40	15
Language Arts	8:40-9:40	60
PE	9:40-10:00	20
Recess	10:00-10:15	0
Language- Punjabi	10:15-10:45	30

Math	10:45-11:35	50
Art/Music	11:35-11:55	20
Lunch	11:55-12:40	0
Mindfulness Practice	12:40-12:50	10
Social Science/Science	12:50-1:25	35
ELD/UA	1:25-1:55	30
Dismissal	1:55-2:00	5

275

Grades 7-8		
Subject	Time	Instructional Minutes
Period 1 -PE/Health	8:25-8:55	30
Mindfulness Practice	8:55-9:05	10
Nutrition	9:05-9:15	0
Period 2 - LA/SS	9:15-10:45	90
Period 3 - MA/SCI	10:45-12:15	90
Lunch	12:15-1:00	0
Mindfulness Practice	1:00-1:10	10
Period 4 - Punjabi	1:10-1:40	30
Period 5 - Elective	1:40-2:00	20

280

Table 1.6: Instructional Minutes and Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	143	340	37	275	180	36000	58795	22795
1	Yes	143	350	37	275	180	50400	60225	9825
2	Yes	143	350	37	275	180	50400	60225	9825
3	Yes	143	350	37	275	180	50400	60225	9825
4	Yes	143	350	37	275	180	54000	60225	6225
5	Yes	143	350	37	275	180	54000	60225	6225
6	Yes	143	350	37	275	180	54000	60225	6225
7	Yes	143	370	37	280	180	54000	63270	9270
8	Yes	143	370	37	280	180	54000	63270	9270

Special Populations

O&OA is an inclusive Charter School and will offer services for all students in special populations. This includes, but is not limited to, students who qualify for Free or Reduced-Price Lunch; students who are designated as English Learners; and students who receive Special Education services. O&OA will serve all students with an Individualized Education Program (“IEP”), regardless of their eligibility. O&OA will follow the regulations of the Elementary and Secondary Education Act. The students who are designated as English Learners will receive daily instruction in English Language Development in addition to teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

Students are most successful when there is a cooperative effort between parents and Charter School personnel in a spirit of shared responsibility. O&OA’s structures for regular planning and collaboration in Professional Learning Communities (“PLC”) provides teachers with time to evaluate data and to plan strategically to support all learners. In order to meet the needs of all learners, teachers utilize Universal Access time to differentiate the instruction for each student. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Students receive actionable and timely feedback, which empowers them to achieve by building on what they know. All students receive a rigorous, standards-based and bilingual educational experience. Students who experience problems with achieving academically or who demonstrate the need for behavior support are referred to the Student Success Team for further discussion on further interventions.

One & Only Academy maintains a culture of high expectations for all students and promotes success for all. The Charter School believes that all students can achieve high standards, regardless of their strengths, weaknesses, and life experiences, and, therefore, all students should be offered opportunities to engage in a rigorous curriculum.

Students who are not meeting grade level benchmarks are provided additional interventions beyond the regular school day. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Students are identified for interventions based on the following assessments/performances:

- Students performing well below proficiency or not approaching mastery of standards, especially in Language Arts and Mathematics.

- Progress reports sent home by teachers
- Fall Universal Testing (NWEA)
- ELPAC Test
- Student score on Smarter Balanced Assessments (SBAC)
- Formative and summative assessments given by classroom teachers
- Student Request
- Parent Request

SST Process

The Student Success Team (“SST”) is a positive school-wide early intervention process to support students who are not making satisfactory academic progress or to support students when their behaviors are impeding their own progress or the progress of others. O&OA will set up an SST, which will be comprised of parents/guardians, teachers, administrators, and other professionals or the student as appropriate. The SST will meet regularly to highlight a student’s strengths upon which a plan for improvement can be based. Concerns are viewed as obstacles to student performance, and not indicative of the student or his/her character. The SST designs a practical support plan that all team members agree to implement. Follow-up meetings will take place to monitor student progress with the interventions in place. Students who continue to have ongoing challenges that are not resolved may be referred for special education evaluations.

SST Protocol

Step 1. The Charter School personnel (teacher, support staff, administrator) or the parent requests a referral to the Student Success Team. This referral includes information regarding specific concerns and previously attempted interventions and accommodations. Parent is contacted and informed of referral.

Step 2. The team members review and collect information relevant to the student’s performance. This information could include: information provided in student’s cumulative file, parent/teacher/administrator observations, grade reports, tests, homework, attendance, parent information regarding the student’s academic and health history, teacher reports, results of state/district academic assessments and a list of modifications or interventions previously attempted.

Step 3. The team establishes a meeting time when all members can participate and be actively involved in the problem-solving process. A translator is arranged if needed.

Step 4. The SST meeting representatives summarize strengths and concerns, and discuss and develop an action plan with academic or behavioral interventions. Modified interventions are then documented and monitored for success. The team brings: 1) completed evaluation forms, 2) appropriate work samples, 3) list of interventions attempted, 4) and the student's cumulative file.

Step 5. If plan is unsuccessful, a follow up meeting is held within 4-6 weeks to discuss alternatives for accommodations. The SST process may be repeated. If the revised plan remains unsuccessful, the student may qualify for more structured modifications or a 504 plan. An unsuccessful SST process could lead to a determination of qualification for Special Education.

All throughout the SST process, clear lines of communication are in place between O&OA administration, staff, and District special education staff (as appropriate) as the SST process is implemented.

Supporting Academically Low-Achieving Students Assessment

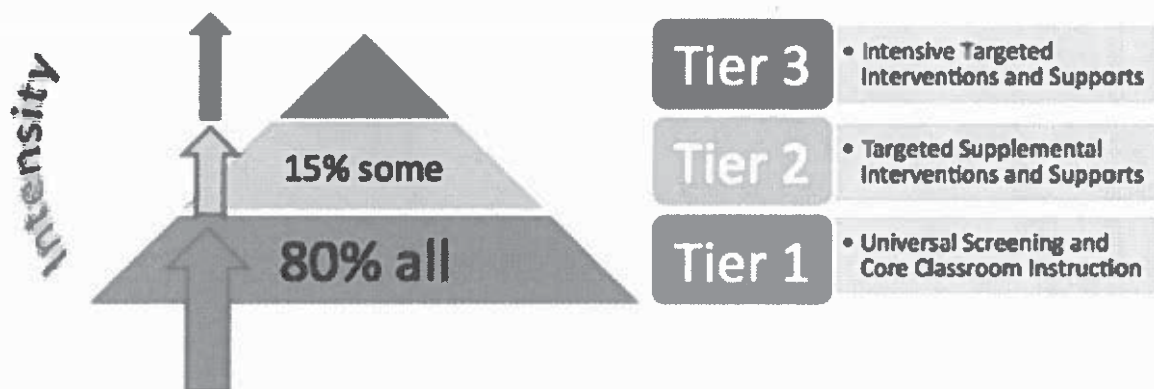
All One & Only Academy students will participate in and benefit from an academically rigorous and standards-based curriculum. Low-achieving students are identified by meeting any of the following criteria: performs at least two (2) grades below grade level, does not meet standards on state testing, and answers sixty-percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, receives a score of one (1) which is the lowest score a student may receive. Low-achieving students will be identified by teachers, who will notify parents/guardians of their child's academic levels before the end of the first trimester for grades TK-4 or before the end of the first quarter for grades 5-8, and refer the student to the RtI process.

Interventions

O&OA takes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. O&OA teachers will address the needs of academically low-achieving students, including appropriate modifications in any of the following program components:

1. Tier 1 - Foundational Program: (a) all teachers instruct to the standards on a daily basis, (b) all student work aligns to standards, and (c) all students are able to describe what they are learning and why, reflecting on their learning.
2. Tier 2 - Strategic Intervention: Identified students will receive strategic intervention for 30 minutes within the instructional day in the areas of language arts and/or mathematics in a small-group (5 or fewer students) setting. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions.
3. Tier 3 - Intensive Intervention: Identified students will receive intensive intervention for at least 30 minutes within the instructional day in the areas of language arts and/or mathematics in a very small-group (two or three students or one-on-one) setting. Intensive intervention allows students to receive explicit instruction and focus on only one skill until proficient and prepared to move on. Highly flexible grouping will allow teachers to reorganize students, including multi-age grouping when appropriate.

Chart 1.6: Visual Chart of Tiered Interventions



Student progress will be monitored on an ongoing basis through a combination of teacher observation, checklists, classroom assessments, intervention assessments and benchmark assessments to determine the effectiveness of interventions. Student progress will be communicated to the parent or guardian every six (6) weeks. If after the intervention session, the strategies in place are deemed unsuccessful, the student may repeat an intervention or move up a Tier. If the student is not making adequate progress at Tier 3, he or she will be referred to the SST process.

Supporting Academically High-Achieving Students

Some students enter the Charter School better prepared or are naturally endowed to learn at a faster pace than the majority of students. Since the mission of O&OA includes ensuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these academically high-achieving ("GATE") students. O&OA will have a GATE Coordinator and a Gifted and Talented Plan.

Teachers are taught how to extend student learning by doing pre-assessments of concepts/skills previously mastered and students are able to engage in and share the products of accelerated learning activities, such as PowerPoint presentations, independent projects or projects with peers who have similar interests. Project Based Learning is an effective strategy for high-achieving students as they can take the projects to a deeper level of research and refinement.

Each year, O&OA will hold a GATE parent advisory meeting to discuss the GATE plan, program and requirements. Every semester, O&OA will hold a GATE parent advisory meeting to discuss issues regarding GATE plan and program, social and emotional issues related to GATE students and other related topics. O&OA will also have a GATE Showcase each semester for all grade levels.

Categories and Process of Identification:

Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the Gifted/Talented Programs.

High Achievement Ability: Grades 1 - 3:

Students who demonstrate high achievement at advanced levels determined by Quarterly Benchmark results, Grades and Teacher Recommendation.

Grade 4 and above:

Students who consistently function for two consecutive years at advanced levels determined by California Standards Tests (State Mandated Test) in both English Language Arts and Mathematics, Quarterly Benchmark results, Grades and Teacher Recommendation.

Specific Academic Ability: Grade 5 and above:

Students who consistently function for three consecutive years at advanced levels determined by California Standards Tests (State Mandated Test) in either English Language Arts or Mathematics.

Leadership Ability:

Students who show confidence and knowledge; influence others effectively; have problem-solving and decision-making skills; express ideas in oral or written form clearly; show sense of purpose and direction as determined by administrator and teacher observations, participation in, California Junior Scholarship Federation, Student Government Association, Elementary and Junior National Honor Society, documented community service projects.

Process for Identification:

Identification is accomplished through an assessment process consisting of the following components:

Search and referral:

The GATE Coordinator develops an initial list of potential candidates through the process of reviewing CST data, personal observation and feedback from teachers, parents and administrators. Parents complete a questionnaire.

Screening:

The Charter School administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, SBAC data, quarterly benchmark results, grades, interviews with advisors from Student Government Association, National Elementary/Junior Honor Society, California Junior Scholarship Federation, or club and parent questionnaire.

Notification of Eligibility or Non-eligibility

- Charter School will notify the parents of student's eligibility and program overview or non-eligibility.
- Charter School will develop an orange folder to place in the cumulative files containing the Committee Report on Eligibility or Non-eligibility.
- Charter School receives a Parent Consent for Participation for each eligible student, which parent must sign for student participation in the gifted/talented program. The orange folder and the consent form must be kept in student's cum.

Program for Gifted and Talented Students to include monthly activities, daily differentiation for problem solving and critical thinking, accelerated courses, student portfolios and annual showcase. O&OA's GATE Plan will be reviewed annually to include information gathered from student assessment data, staff surveys, student surveys and parent surveys. Administrators will assign teachers to teach academically high achieving students based on their preparation, experience, personal attributes, and competencies for teaching academically high achieving children. In

addition, Sandra Kaplan's Depth and Complexity Icons will be used to bring deeper meaning and rigor to lesson mastery. The Depth and Complexity program incorporates higher level thinking as indicated by Bloom's Taxonomy. Records of Professional Development will be kept on file.

O&OA's GATE Coordinator identifies academically high achieving students from varying linguistic, economic, and cultural backgrounds. These students have the opportunity to participate in the program as evidenced by class lists, GATE student lists and GATE advisory parent meetings. The GATE Coordinator will be responsible for keeping parents of GATE students abreast of studentships, specialized programs, and other extracurricular activities directly relating to GATE students.

Students will participate in monthly GATE activities and competitions that will be led by the GATE Coordinator. At the end of the school year they will create a student portfolio and participate in annual showcase. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

Enrichment

O&OA provides growth/enrichment opportunities for excellence for students who demonstrate an ability to achieve beyond their grade level. The Charter School is committed to providing high achieving students with opportunities to study the curriculum in more depth and inculcate in them higher order thinking skills. Teachers will use differentiated instruction strategies to provide challenging assignments to advanced level students to bring out the originality in them.

O&OA encourages high achieving students to become leaders in student government, tutoring younger students, running events like bake sales, emceeding events, becoming ambassadors for Charter School tours, entering the talent show, representing O&OA in outside events like fundraisers and TV or radio interviews. High achieving students also compete in the Spelling Bee, and work with the Executive Director to form other activities to engage all their peers in the O&OA community.

Flexible academic groupings within and out of the classroom, along with the after-school enrichment opportunities like puzzle club and spirit squad, are designed and implemented to fully serve high achieving students as well as students working toward academic, behavioral success. O&OA teachers provide a qualitatively differentiated curriculum that stress higher order thinking, concept learning, and cross-curricular study according to the academic content standards to prepare

for CCSS testing, higher education learning, to promote brain development, and to engage learners of all levels.

Web Projects

Web projects provide students opportunities to independently research topics of their interest that are closely linked to an area of study in which rest of the class is participating. The teacher provides guidelines and web resources for such projects. The teacher also gives the students the rubric for the assessment of such projects. All students have access to a computer lab for the work space to explore and research. Every student has access to computer use in the lab and on laptops in the classroom.

Small Group Research Projects

Teachers can arrange for a group of high-achieving, self-directed students to work together exploring a topic. Students assign themselves roles such as report writer, PowerPoint creator, or poster designer. Each student specializes in one area of expertise. The teacher allows these high-achieving students class time to work on their research project when the other students are practicing skills the small group has already mastered. The teacher schedules a time this group will present the research project to the class and present to other classes as well. Such activities by students encourage cooperative learning among high achieving students also raise expectations for all students.

Independent Projects

The teacher allows a student to research a topic based on his or her own inquiry or based on the curriculum in the classroom. The teacher encourages the student to use resources at home, in the library and in the classroom. The independent study can be completed in the form of a report written by the student, a PowerPoint presentation, a poster showcasing the knowledge gained, or a simple product.

Supporting Socio-economically Disadvantaged Students

Students who are socio-economically disadvantaged need opportunities for enrichment. O&OA provides these opportunities through a rich, well-rounded educational experience. Strategies for our socio-economically disadvantaged students draw heavily from our core belief that when students are engaged in learning activities that encourage them to be bilingual and biliterate, then

learning will be more meaningful and students experience the benefit of a rich, multicultural education.

Supporting English Learners

All students are language learners at O&OA, yet we will specifically support the English Learners with daily English Language Development. Based on the learning environment at O&OA, students will learn about each other's language and culture while in a safe, linguistically diverse environment. Language Acquisition is a strength of our 21st Century learning environment.

The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official

score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

Every teacher at O&OA will have either a CLAD or BCLAD credential and will have the ability to provide instruction to the English Learners. Every English Learner will receive Specially Designed Academic Instruction in English in content areas taught in English in addition to daily English Language Development for 30 minutes per day utilizing specialized curriculum. Some of our teachers will also be trained in Guided Language Acquisition Design ("GLAD"). Total Physical Response (TPR) will integrate the coordination of language and physical movements to develop language pathways between words in one language and actions in another. Multiple mediums such as audio, electronic, visual, and art will be relied upon to present information to English Language Learners, since research shows that children acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005). Additional instructional strategies that may be used to help support English Learners includes:

- Frontloading vocabulary;
- Models, demonstrations, visuals, and realia;
- Manipulative materials and hands-on materials;

- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experience;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Total Physical Response; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Monitoring English Learner Progress

The teachers will utilize the English Learner folders and collect student samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation and grammar usage four times a year. Teachers will provide quarterly progress reports to parents on the growth of their English Proficiency. Staff will monitor reclassified English Proficient students for a minimum of two years. The Executive Director will maintain a list of students who are identified as English Learners with ELPAC/CELDT, SBAC, date of entry to US, and Year 1 and Year 2 data. O&OA also maintains grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each English Learner has an ELD Folder to track academic progress. We maintain ELD information including: Home Language Survey, ELPAC/CELDT results, Reclassification Forms, and Year 1 and Year 2 monitoring forms. O&OA will provide intervention to students who score Standard Not Met or Standard Nearly Met in English Language Arts and Math on the SBAC.

Supporting Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). In the event that the Charter School is not categorized as a public school of the District for purposes of special education (e.g., if the Charter School petition is not approved by the District), the Charter School shall be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA" as a Public School of the District Pursuant to Education Code Section 47641(b)

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District, unless the District agrees. The specific manner in which special education and related services will be provided and funded may be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area. The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District

and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), then we would anticipate that an MOU would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the LEA serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to

receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of

this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately

responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Charter School's Outreach Efforts to Recruit Students with Disabilities

O&OA expects that the number of special needs students it serves will reflect the proportion of persons with disabilities in the general public and the District, which is about ten percent. O&OA will make efforts in its student recruitment process to ensure that the Charter School will attract a comparable enrollment of students with disabilities as compared to CUSD. Recruitment efforts towards this special population of students and their families will include:

1. Open-house informational sessions that are held in the community will address parents of Special Education students and provide assistance if needed.
2. One-on-one meetings between the Charter School and parents of Special Education students who express interest in learning more about how O&OA can meet the particular needs of their child.
3. Special Education parents will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to the school year starting so staff can be notified, have a copy of the plans, discuss needs with parents and prepare for the first day of school for the student(s).
4. O&OA will notify CUSD of any IEP's, or students that need immediate assistance, so services can be seamless between placements.

Annual Goals and Actions in the State Priorities

The Charter School has provided a reasonably comprehensive description of its annual goals and actions, schoolwide and for all subgroups, in the eight state priorities, in accordance with Education Code Section 47605(b)(5)(A)(ii), in Element 2.

Element Two & Three: Measurable Student Outcomes and Methods for Measuring Student Progress

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

AND

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

Introduction

The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. The Charter School will work diligently with the District and the Fresno County Office of Education to develop its LCAP, which will be aligned to the state priorities.

One & Only Academy will track the academic achievement of its students by pursuing the following measurable objectives:

1. Ensure academic achievement through curriculum, collaboration, and communication.
2. Students will be offered a range of classes in a variety of subjects.
3. Ensure a positive environment for learning and work by creating a collaborative climate and culture.

Annual Goals, Actions, and Outcomes Aligned with State Priorities

O&OA will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

Table 2.1: Measurable Pupil Outcomes

ELEMENT B: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES
<p><i>Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).</i></p> <p><u>Local Control and Accountability Plan</u></p> <p>In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan ("LCAP") pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>
<p>SUBPRIORITY A – TEACHERS</p>

GOAL TO ACHIEVE SUBPRIORITY	All teachers will be appropriately placed according to credential and expertise.
ACTIONS TO ACHIEVE GOAL	Annual review of all credentials will be conducted.
MEASURABLE OUTCOME	100% of teachers will be appropriately credentialed and assigned.
METHODS OF MEASUREMENT	Review of credentials on the Commission on Teacher Credentialing website.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	All students will have equal access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE GOAL	Core content curriculum will be standards-aligned and provided to all students.
MEASURABLE OUTCOME	100% of all students will have standards aligned instructional materials in all core classes.
METHODS OF MEASUREMENT	Inventory of core curriculum materials Verification of state-approved and standard aligned on the California Department of Education's web site.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be well kept and well maintained.
ACTIONS TO ACHIEVE GOAL	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
MEASURABLE OUTCOME	Maintenance requests will be addressed within 24 hours of its placement. Classrooms will be cleaned at least 3 days a week.
METHODS OF MEASUREMENT	Maintenance request logs Visual observation of classrooms Cleaning schedules
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	

GOAL TO ACHIEVE SUBPRIORITY	All students will be universally assessed in the Fall and Spring semesters.
ACTIONS TO ACHIEVE GOAL	One & Only Academy will universally assess all students using NWEA.
MEASURABLE OUTCOME	100% of students will be universally assessed at least twice a year. New students will be initially assessed within the first 30 days of enrollment.
METHODS OF MEASUREMENT	NWEA reports Enrollment reports
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Support will be provided to EL students to gain academic content knowledge.
ACTIONS TO ACHIEVE GOAL	Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school. EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream EL students read authentic texts, not simplified or contrived text written EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, creative poetry, science experiments. EL students will learn technical vocabulary Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL.
MEASURABLE OUTCOME	All EL students will receive 30 minutes of EL instruction daily. 80% of EL students will advance by at least one EL level yearly. 100% of students will return the Home Language Survey
METHODS OF MEASUREMENT	Class schedules EL Level Roster Roster of returned Home Language Surveys
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Support will be provided to EL students to gain proficiency in the English language.

ACTIONS TO ACHIEVE GOAL	<p>Students identified by Home Language Survey will be given the ELPAC with in the first 30 days of school.</p> <p>Instructional strategies such as Total Physical Response (TPR) and Specially Designed Academic Instruction in English (SADIE) will be used during Universal Access daily.</p> <p>EL progress will be monitored.</p> <p>Professional development will be provided to all on ELD best practices.</p>
MEASURABLE OUTCOME	<p>100% of teachers will be trained on ELD best practices.</p> <p>All identified students will be given the ELPAC with in the first 30 days of school.</p> <p>100% of teachers will use TPR and/or SADIE during daily Universal Access.</p>
METHODS OF MEASUREMENT	<p>PD sign in sheets</p> <p>ELPAC testing roster/reports</p> <p>Teacher observation</p>
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	One & Only Academy will create an inclusive environment by including parents in activities and communication.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will provide opportunities for regular meetings that will allow parents to be partners in their child’s education.</p> <p>One & Only Academy will provide parent workshops focusing on helping students achieve academic success.</p> <p>Parents will be encouraged to volunteer at the Charter School or by attending after hour activities through parent acknowledgement.</p>
MEASURABLE OUTCOME	<p>At least 60% of parents will attend scheduled meetings and school sponsored family events and workshops.</p> <p>At least 60% of parents will volunteer in some way.</p>
METHODS OF MEASUREMENT	<p>Parent workshop sign-in sheets</p> <p>Calendar</p> <p>Flyers for parent events</p>
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Parents will be involved and informed with their child's education
ACTIONS TO ACHIEVE GOAL	The Charter School will provide constant and consistent communication with families through weekly classroom newsletters, monthly school wide newsletters, weekly phone calls, and emails. Social media such as Twitter, Facebook, and Instagram will be utilized to promote upcoming activities.
MEASURABLE OUTCOME	Information regarding school activities will be sent out weekly via email. Each class will have a weekly newsletter The Charter School will send out a monthly newsletter Social media will be used at least once a week
METHODS OF MEASUREMENT	Sent email report Weekly submission of class newsletter to principal Log report of social media Copy of monthly school newsletter
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> B. <i>California School Dashboard</i> C. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> D. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> E. <i>EL reclassification rate</i> F. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> G. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i> 	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Students will score as having met or exceeded standards on the California Assessment of Student Performance and Progress ("CAASPP") in the area of English Language Arts/Literacy and Mathematics.

ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials
MEASURABLE OUTCOME	60% or more of students will score as having met or exceeded standards on the California Assessment of Student Performance and Progress ("CAASPP") in the area of English Language Arts/Literacy and Mathematics.
METHODS OF MEASUREMENT	CAASPP reports
SUBPRIORITY B – CALIFORNIA SCHOOL DASHBOARD	
GOAL TO ACHIEVE SUBPRIORITY	O&OA will utilize the California School Dashboard to monitor progress.
ACTIONS TO ACHIEVE GOAL	Properly report information to CDE
MEASURABLE OUTCOME	Dashboard is checked monthly
METHODS OF MEASUREMENT	Log in sheet
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) – NOT APPLICABLE	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	Utilize TPR and SADEI in daily ELD instruction ELD report cards will be given to parents with regular report card
MEASURABLE OUTCOME	80% EL students will advance at least one performance level per the ELPAC each academic year
METHODS OF MEASUREMENT	RFEP report EL roster Copies of ELD report cards to be put in students' records
SUBPRIORITY E – EL RECLASSIFICATION RATES	

GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient after three years full-time enrollment at One & Only Academy.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support during daily scheduled Universal Access sessions which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies Parents will be informed of student progress through ELPAC scores and assessment scores.
MEASURABLE OUTCOME	85 % of EL students will be reclassified as Fluent English Proficient after three years full-time enrollment at One & Only Academy.
METHODS OF MEASUREMENT	ELPAC scores Daily schedules Lesson observation
SUBPRIORITY F – AP EXAM PASSAGE RATE – NOT APPLICABLE	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	One & Only Academy will maintain a minimum of a 95% attendance rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. The Charter School will recognize students with perfect or improved attendance.
MEASURABLE OUTCOME	Attendance rate will be 95% or greater

METHODS OF MEASUREMENT	Daily/monthly attendance reports P1/P2 reports
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will have a minimum of unexcused absences in any school year
ACTIONS TO ACHIEVE GOAL	Students with improved or perfect attendance will be recognized during monthly awards ceremonies. Students with more than 5 unexcused absences per semester will meet with Charter School administration.
MEASURABLE OUTCOME	90% of students will have 5 or less unexcused absences in a semester
METHODS OF MEASUREMENT	Attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not drop out of middle school.
ACTIONS TO ACHIEVE GOAL	Academic support to at-risk students Social/emotional support to at-risk students Parent meetings
MEASURABLE OUTCOME	0% of students will drop out of middle-school
METHODS OF MEASUREMENT	Drop out report Enrollment report
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES – NOT APPLICABLE	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES – NOT APPLICABLE	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 2% suspension rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Student Behavior program. Teachers will be trained in classroom management.
MEASURABLE OUTCOME	The Charter School will have less than a 2% suspension rate.
METHODS OF MEASUREMENT	Suspension reports Office referral reports
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will have less than a 2% expulsion rate.
ACTIONS TO ACHIEVE GOAL	The Charter School will implement a Positive Student Behavior program. Teachers will be trained in classroom management.
MEASURABLE OUTCOME	The Charter School will have less than a 2% expulsion rate.
METHODS OF MEASUREMENT	Expulsion report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE GOAL	Annual school surveys will be sent to parents, students, staff, and community members. Parents and community members will be encouraged to participate in programs focusing on the Punjabi culture and core values.
MEASURABLE OUTCOME	At least 60% of Annual Surveys will be completed and sent back to the Charter School. At least 50% of families will feel connected to the Charter School.
METHODS OF MEASUREMENT	Survey results
STATE PRIORITY #7— COURSE ACCESS	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups will have access to and enroll in our academic and educational program as outlined in the Charter School's charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	100% of students will have access to a broad course of study.
METHODS OF MEASUREMENT	Course catalog Student schedules
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students will continue to make progress towards meeting and exceeding state standards in the area of English Language Arts.
ACTIONS TO ACHIEVE GOAL	One & Only Academy will utilize instructional strategies that include: small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues to support learning goals, and leveled reading groups for small group instruction.
MEASURABLE OUTCOME	60% or more of students will score as having met or exceeded ELA standards on the SBAC and NWEA assessments.
METHODS OF MEASUREMENT	SBAC scores NWEA scores
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will continue to make progress towards meeting and exceeding state standards in the area of math and will demonstrate an understanding of mathematics and the use of mathematics in a variety of problem-solving situations.

ACTIONS TO ACHIEVE GOAL	One & Only Academy will utilize instructional strategies that include: small group work, math interventions, online tools and resources, peer-to-peer coaching, and collaboration with colleagues to support learning goals.
MEASURABLE OUTCOME	50% of students will score as having met or exceeded Math standards on the SBAC and NWEA assessments.
METHODS OF MEASUREMENT	SBAC scores Math Scores
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.
ACTIONS TO ACHIEVE GOAL	Through an integrated approach, students will study the area of social sciences congruent with Social Science Content Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands on projects.
MEASURABLE OUTCOME	75% of students will have at least a letter grade of “B” or a number grade of at least a “3” in social sciences.
METHODS OF MEASUREMENT	Rubrics Report Cards
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing inquiry based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include: hands on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	75% or more of students will pass unit tests and benchmark assessments.
METHODS OF MEASUREMENT	Test scores
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	

GOAL TO ACHIEVE SUBPRIORITY	Students will recognize the importance of visual and performing arts in a variety of venues and mediums at all grade levels to expose and develop cultural literacy.
ACTIONS TO ACHIEVE GOAL	Students will participate in a variety of activities that will expose them to visual and performing arts through the lens of the Punjabi culture. Teachers incorporate art activities in core classes to enrich learning. Students will attend professional performances in a variety of venues to develop an appreciation for the arts.
MEASURABLE OUTCOME	100% of students will actively participate in visual and performing arts classes.
METHODS OF MEASUREMENT	Student observation Report cards
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.
ACTIONS TO ACHIEVE GOAL	Students will participate in Mindfulness sessions daily. One & Only Academy will meet the physical education minutes required: Elementary grades 1-6, minimum of 200 minutes each ten days
MEASURABLE OUTCOME	All students will receive the minimum requirement of physical education minutes. 100% of classes will practice mindfulness daily.
METHODS OF MEASUREMENT	Class schedules Student schedules Mindfulness tracking
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	One & Only Academy will develop and implement a comprehensive health curriculum for students in grades 1-6.
ACTIONS TO ACHIEVE GOAL	The Charter School will use the elements out-lined by the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle.
MEASURABLE OUTCOME	100% of students in grades 1-6 will receive health classes.

METHODS OF MEASUREMENT	Class schedules Student schedules
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students will receive daily foreign language instruction.
ACTIONS TO ACHIEVE GOAL	Schedule daily Punjabi classes
MEASURABLE OUTCOME	100% of students will receive daily foreign language instruction.
METHODS OF MEASUREMENT	Class schedules Student Schedules
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students in grades 7 & 8 will take courses that qualify as part of Applied Arts.
ACTIONS TO ACHIEVE GOAL	Offer Applied Arts courses
MEASURABLE OUTCOME	Applied Arts courses will be offered to students in grades 7 & 8
METHODS OF MEASUREMENT	Course catalog Student schedules
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students in grades 7 & 8 will take courses that qualify as part of the CTE requirement.
ACTIONS TO ACHIEVE GOAL	Offer CTE courses
MEASURABLE OUTCOME	CTE courses will be offered to students in grades 7 & 8
METHODS OF MEASUREMENT	Course catalog Student schedules

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Method for Measuring Pupil Progress toward Outcomes: Formative Assessment

One & Only Academy will incorporate Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) testing. Measurable outcomes and assessment tools provide key data about the efficacy of our program, which in turns helps the administration and Board make key decisions about program development and modifications, while also monitoring individual student achievement.

The NWEA MAP provides each student with an individualized RIT score projected growth target based on students with similar backgrounds and school sites. NWEA’s RIT scale stands for Rasch Unit scale. There are several RIT scales: one each for reading, language usage, mathematics, and general science. RIT scales are stable, equal interval scales that use individual item difficulty values to measure student achievement independent of grade level (that is, across grades). “Equal interval” means that the difference between scores is the same regardless of whether a student is at the top, bottom, or middle of the RIT scale. These projected growth targets are developed using a pool of ten million students. While not all students will match our student population (lower socio-economic minority students attending inner-city schools), the pool is large enough that our students are represented and therefore able to project an accurate individualized RIT growth for every student. NWEA successfully proposes realistic growth projection based on similar students in similar schools.

Achieve 3000 is another form of assessment that O&OA will use. This program is based around reading and comprehension skills, across all subjects. It measures the students’ Lexile levels and monitors the growth through individualized comprehension activities. Students will have access to this program both in class and out of class. Students are expected to use Achieve 3000 daily or weekly, depending on grade level.

In elementary school, students will also use Lexia, a tool for adaptive assessments and personalized instruction. Through games and graphics, Lexia adjusts lessons and activities to meet the students’ needs. Through growth reports and gains in Lexile levels, teachers are able to assess each students’ growth in the areas of reading.

Table 2.2: Assessment Schedule

Assessment	Purpose	Timeline/Frequency	Expectation
ELPAC	Identify English Language Learners Measure language acquisition for English Learners	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner. Students demonstrate a minimum of one year's growth towards English proficiency.
CAASPP	State criterion-based assessment in ELA and Math	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAST	State criterion-based assessment in Science	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualifying students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	Daily/Weekly	Students show mastery and proficiency in content knowledge.

Publisher designed assessments	Assess mastery of unit/lesson content	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
NWEA	National normed referenced assessments in ELA and Math	Three times a year	Students show growth in Math and ELA throughout the year.
Lexia	ELA (grades K-5)	Ongoing	Students show growth in ELA throughout the year.
Achieve 3000	ELA (grades 2-8)	Daily/Weekly/Monthly	Students show growth in reading and comprehension.

Data Analysis and Reporting

One & Only Academy will use PowerSchool as our Student Information System. PowerSchool is a fully integrated, web based, cross platform SIS. PowerSchool integrates and automates critical Charter School functions like attendance, scheduling, grading, and reporting. Additionally, this system gives parents the ability to stay on top of student progress and online access to their child's schedule, grades, homework, upcoming assignments, attendance information, accommodated assignments (if applicable), and teacher comments.

Likewise, the administration will have access to the same information and can use it to keep the Board updated on student progress and inform and drive instruction. The administration will collect and analyze all of the different data collected to identify any concerns. Utilizing all available assessment data is a crucial component in having students achieve academically. All students will be assessed three times a year using NWEA to monitor individual growth through benchmark testing. Student growth is determined by comparing individual scores after each administration of the assessment. Students showing either no growth or minimal growth (bottom 10% of grade level) will be given tiered interventions such as small group instruction,

differentiated instruction, and after-school support with computer assisted technology. One & Only Academy will also use individual student's SBAC scores from the previous year to identify both high and low achieving students. Interventions for lower achieving students will be the same as for those performing in the bottom 10% of the benchmark assessments. Students scoring as having exceeded standard mastery will be given differentiated instruction and assignments that will allow them to delve deeper into content material. ELPAC results will be used to identify proficiency levels of English Language Learners. Students identified as English Language Learners will participate in small group instruction focusing on vocabulary development and writing skills. All assessment results will be discussed in grade or department level meetings to find commonalities among all students. This information will be used to assist in determining material and concepts for Re-Teach days and small group instruction. On an annual basis, specific goals for the Charter School, such as those set in the LCAP, will be evaluated and amended based on the new data. This analysis will help administrators to determine the professional development needs for the upcoming year as well as any changes to the instructional program that should be considered to provide additional supports to our students and teachers. In addition, the findings will be used to drive discussions with stakeholders to develop school-wide goals, LCAP meetings, and other parent meetings. The data will also be used for annual updates such as the SARC, LCAP, and end of year planning. The Board of Directors will receive updates during the monthly Board meetings on student achievement and the Charter School's progression on meeting LCAP goals.

Benchmark assessment data will be discussed with parents and guardians during parent/teacher conferences. It is important that parents are aware of their student's performance and ability to access the curriculum. ELPAC data will be sent out to families annually, as will the SBAC results. It is important to inform parents of student performance if the Charter School is to have them as partners in student achievement. Progress reports will be sent home during week 10 and week 30 of the school year. Report cards will be sent home at the end of each semester.

Grading System

For students in grades TK-3, One & Only Academy will use a standards-based grading system. Students will be evaluated on standard mastery. This numeric based system mirrors the state's use of measuring standard proficiency.

Grades TK-3: Standards-Based Grading

- 4 Excels
- 3 Proficient
- 2 Approaching Proficiency

1 Well Below Proficiency

Students in grades 4-8 will be evaluated by a letter grade. Assignments, participation, projects, tests, and quizzes are graded based on rubric expectations.

Grades 4-8: Percent Breakdown

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

Category Weighting Grades 4-8

10 Homework

30 Participation/Classwork

40 Projects

20 Test/Quiz/Essay

Promotion and Retention

Retention is not considered an effective strategy to engage students or to encourage students to be academically responsible. Therefore, it is only considered as a last resort after other avenues have been exhausted or ignored and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, if they have shown resistance to attempted interventions, or no other reasonable explanation can be found for the student's lack of progress (for example, previously undiagnosed learning disability, chronic absences/ truancy, etc.). In the event a student is retained all documentation will be included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the

student in the cumulative folder. Regardless of reasons for retention, a student cannot be retained without the consent of the parent or guardian.

Element Four: Governance Structure

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

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendices C, D, E, please find the Charter School's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Board of Directors

The Charter School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been designated.

Terms for the initial Board of Directors shall be seven (7) seats for a term of either one (1), two (2), or three (3) years. The terms of the initial Board of Directors shall be staggered, with two (2) members serving for one (1) year, two (2) members serving for two (2) years, and three (3) members serving for three (3) years. The initial Board of Directors is as follows:

Table 4.1: Board of Directors

Member	Term Expires
Pat Di Cicco	June 30, 2019
Harmit Kaur	June 30, 2019
Baljit S. Kandola	June 30, 2020
Shalinder Dang	June 30, 2020
Harmit Singh Juneja	June 30, 2021
Amrik Singh	June 30, 2021
Sohinder Singh	June 30, 2021

Each of the initial Board members is described in Appendix F under the description of the Initial Board of Directors.

Board members may have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The Executive Director shall not serve on the Board and shall not vote in Board elections.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in Charter School related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the Charter School calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. O&OA voluntarily agrees to comply with Government Code Section 1090, *et seq.* As noted above, the Conflict of Interest Code is attached within Appendix E. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Executive Director

The Executive Director will be the leader of the Charter School. The Executive Director must report directly to the Charter School Board of Directors, and s/he is responsible for the effective operation of the Charter School, general administration of all instructional, business or other operations necessary to the running of the Charter School. He or she will administer and supervise the Charter School and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners and serve as a strong advocate for the Charter School's core values.

The Executive Director will work with O&OA staff to plan and design innovative curriculum, implement teacher training, ensure that the expanding Charter School program provides all students with State Standards based academics and that students receive enrichment through arts, music, and world language instruction. The Executive Director will work collaboratively with all key stakeholders of O&OA to provide consistent and effective leadership for the Charter School.

The Executive Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

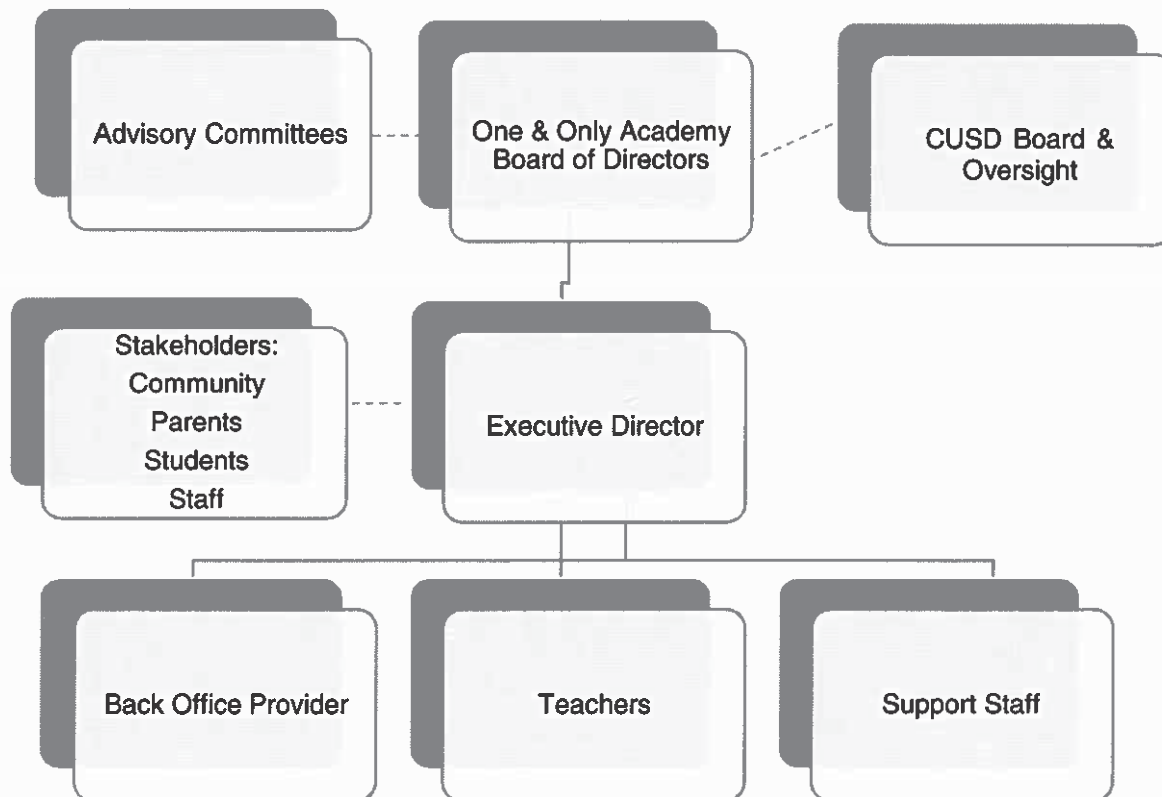
- Ensure the Charter School enacts its mission;

- Hire, supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Over Charter School finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third-party provider.

Organizational Chart



Parent and Community Involvement

Parental involvement is critical, and parents are a key part of the process of supporting and guiding the Charter School. Parents are welcome at O&OA and are a key part of the learning process at the Charter School. Parents will receive a weekly newsletter of Charter School happenings and important dates, be apprised of test scores across the Charter School and for their individual child, are key in the LCAP development process and their input will be received through surveys and parent forums. O&OA will strive to enhance relationships with parents through parent education nights, family nights, student showcases, open houses and back to school nights.

To educate our parents, we will hold parent meetings to answer any questions they have and instruct them on topics of interest like state standards, supporting their children academically and mindfulness. Teachers will provide parents guidance on how they can help their child succeed at home in their studies as well. Teachers will send home progress reports, hold parent conferences, and provide parents information on the website.

The O&OA culture involves a community of staff, parents, and professionals dedicated to empowering students to achieve their goals. Learning outcomes improve when parents or guardians actively participate in their child's education. Parents are viewed as valued partners at O&OA and are invited to volunteer in the classroom, participate in Charter School committees and events, and attend Board meetings.

O&OA will engage parents, teachers and community leaders to meet on a periodic basis to advise on the operations of O&OA, with the purpose of increasing student achievement, sense of belonging to a greater learning community, and pride in how students are demonstrating their learning.

O&OA shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the Charter School's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to O&OA.

Parent / Teacher Organization ("PTO")

The PTO will organize monthly parent meetings that will give parents an opportunity to share feedback, voice concerns, or ask questions about the educational program at O&OA. The PTO will also be a forum for parents to participate in the governance of the Charter School as an advisory member.

School Site Council ("SSC")

The decision to have a School Site Council will be determined by Board of Directors as necessary. The SSC meetings will be held at least four times annually. The SSC meetings shall be in accordance with the Brown Act. SSC is composed of ten (10) members representing all the stakeholders which include: one (1) administrator, three (3) teachers, one (1) classified employee, and five (5) parents, all nominated and elected by those groups they represent. The SSC at O&OA will be the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

- Annually develop and approve the Single Plan for Student Achievement
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the Charter School on the parent involvement policy
- Review the Charter School parent compact (Title I)
- May advise the Charter School in the development of the Local Control and Accountability Plan

English Learner Advisory Committee (ELAC)

The decision to have an English Learner Advisory Committee ("ELAC") will be determined by Board of Directors as necessary. The ELAC will meet four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a Teacher or Program Lead and parents of English Learners. Leadership positions in ELAC are determined by group consensus and not by election. Translation is provided by parents and staff. The purpose of ELAC is to provide parents of English learners the opportunity to:

- Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners

- Advise the team leads and Charter School staff on the Charter School's program and services for English Learners
- Provide input on the most effective ways to ensure regular Charter School attendance
- Advise the Charter School on the annual language census
- May advise the School Site Council on the development of the Local Control and Accountability Plan

Ongoing School-Home Links

In accordance with the O&OA ideals, we recognize that strong relationships between Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the O&OA, and to help Charter School staff understand the needs, wishes, values, and culture of parents and students. Every staff member will serve as facilitator of this process. School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of O&OA, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents to committee meetings and Charter School functions;
- Training in how the O&OA's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to help parents support their children's education; and
- Charter School celebrations.

Teacher Involvement

O&OA views teachers as the experts in curriculum and instruction. As the primary executors of the O&OA's educational program, they are the day-to-day stewards of the O&OA's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and student achievement, and as having weight in all areas of Charter School decision-making. Teachers will confer among themselves and with administration to discuss concerns, student progress, student needs, professional development plans, long-range Charter School plans, and other governance issues.

Student Involvement

Students' voices are respected in Charter School decisions, and their expertise about their needs and interests is acknowledged and valued. Student opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. O&OA has a duty to be responsive to all students' needs and interests, so long as they are consistent with the O&OA's mission and vision.

Element 5: Employee Qualifications

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

Equal Employment Opportunity

O&OA acknowledges and agrees that all persons are entitled to equal employment opportunity. O&OA shall not discriminate against applicants or employees on the basis of the characteristic listed in Education Code Section 220, or protected by under other California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

O&OA shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees. O&OA shall ensure that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, pursuant to Education Code section 47605(l). O&OA shall maintain current copies of all teacher credentials and make them readily available for inspection. Upon the hiring of any teacher, if required by the District, the Charter School shall provide a copy of that teacher's credentials documentation to the District.

Employee Qualifications

The staffing needs for O&OA are identified by the Executive Director and will be consistent with the Charter School budget. Before any employee can begin service at O&OA they must provide evidence of fingerprinting/background screening and tuberculosis (TB) risk assessment. These documents must be checked and verified by administrative staff. The Charter School will maintain a current copy of all employee records, which will be available for audit along with a record of their teaching credentials, fingerprinting/background screening, professional development hours, and a current tuberculosis (TB) risk assessment test. All Human Resource/employee documents will be maintained and kept with accordance of the law. See Element 6 of this charter for additional information.

Within the provisions of applicable law, O&OA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies so long as the credentialing requirements are met. Additionally, O&OA will ensure our charter is a School of Choice and no employee will be required to work here. O&OA will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Executive Director Qualifications

The Executive Director will promote the vision of the Board and will further the Charter School's mission and goals. Through the use of the Board's policies and the Charter Document, the Executive Director will implement the strategic goals and objectives and oversee the entire Charter School operation including knowledge and experience in academics, fiscal management, leadership, organizational and human resource management, parent and community relations, and external stakeholder relations.

Executive Director Qualifications:

- Master's degree or higher preferred
- California Teaching Credential
- Administrative Services Credential preferred
- Minimum 5 years teaching experience preferred
- Experience coaching and developing staff
- Knowledge of local, state and federal laws applying to public schools
- Laws and regulations specific to Charter Schools
- Budget preparation and control procedures
- Promotion and marketing of the program
- Communicating clearly and effectively with key stakeholders

Teacher Qualifications

To the extent required by law and the mandates of ESSA, O&OA teachers will meet all California credentialing requirements as they apply to Charter Schools in all core subjects pursuant to Education Code Section 47605(l). As provided by law, O&OA may exercise flexibility with regard to those teaching non-core, non-college preparatory classes. All requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

Teachers at O&OA will be expected to be collaborative team players, and should be open to reflecting on teaching practices for continual improvement. Teachers should demonstrate knowledge of how to engage and support all learners through inquiry and differentiated instruction. O&OA teachers are expected to communicate often and effectively with students and parents. All teachers should possess core values of respect and appreciation for all races and cultures.

Teacher Qualifications:

- Bachelor's Degree
- Master's Degree preferred
- California Teaching Credential (SPED, BCLAD and CLAD as appropriate)
- Commitment to O&OA's Vision and Mission

Non-Instructional Staff Qualifications

Office Staff Qualifications:

- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position

Other Classified Staff Qualifications:

- Strong communications skills
- Be trained in and willing to continue learning how to manage student behavior and implement instructional strategies.
- Be able to foster positive interactions with children, staff, and parents.

Recruitment and Selection Process

O&OA believes that all of its employees play an important role in creating a positive, successful learning environment. O&OA will recruit professionals to fill administrative, instructional and non-instructional roles based on a demonstrated commitment to excellence and shared belief in O&OA's vision and mission. O&OA is dedicated to excellence, a key to which is the selection of well-trained individuals who can exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions, which attract persons worthy of trust to careers in education.

The recruitment process will consist of a variety of announcements to attract a diverse teaching staff, such as sharing at teacher recruitment fairs, email networks, graduate schools of education, and website postings (Ed-Join, the Charter School website, California Charter Schools Association, Charter Schools Development Center). O&OA may also advertise in community and regional newspapers. O&OA intends to explore partnerships with other university credential or graduate programs, such as the one at CSU Fresno.

Element 6: Health and Safety Procedures

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Executive Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. A full draft will be provided to the District for review at least 30 days prior to operation or as otherwise agreed upon by the District and Charter School.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to

employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Element 7: Racial and Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter School anticipates that the practice of mindfulness, the incorporation of cultural diversity, and a rigorous academic program will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the District, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Our unique program emphasis will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. The Charter School is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. See Element 1 for a detailed description of the demographics and characteristics of the target neighborhood and nearby District schools.

The Charter School will engage in the following outreach activities:

1. **Marketing Materials:** Designed flyers and distributed informational materials to appeal to various racial and ethnic groups within the District. Flyers will be distributed at local markets, coffee shops, libraries, churches, temples, preschools, and businesses. Materials will be developed in English and Punjabi.
2. **Host Community Events:** Charter School will host 3 – 5 community events during the 2017 – 18 school year in preparation for Charter School opening in August 2018. Events will be inclusive of international Fests, Pre- Open Houses, Community Fun Runs/Walks, and other similar promotional activities.
3. **Advertising:** The Charter School will advertise in the local newspapers in Clovis and Fresno. The Charter School will update its current website and digital newsletter. The Charter School plans

to issue a press release and invite every news organization in Fresno County to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The Charter School is in the process of identifying a possible area in the target community where we can hang a sign or banner advertising the Charter School.

4. Attend and Establish Presence at Community Events: The Charter School will make significant efforts to establish visibility in the community. Charter School founding team members plan to attend upcoming community events, such as the Clovis Farmers Market, Big Hat Day, Clovis Rodeo Parade, and the Clovis Trail Fest to ignite interest about the Charter School. The Charter School will set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events in Clovis, Fresno and surrounding communities. O&OA volunteers have also walked door-to-door in the adjacent communities, handing out flyers and engaging with neighbors in discussions about the Charter School.

5. Establish Partnerships with Community Organizations: The Charter School will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sector.

6. Social Media and Online Advertising: The Charter School has designed a website for interested parents and community members to visit to learn more about the Charter School. The Charter School will also host a Facebook Page, Twitter Page, and a Google Plus account and will continue to stay up to date with social media platforms.

In addition, Charter School intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, the Charter School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Charter School budget includes financial resources allocated to outreach efforts. Charter School will furnish the District annual documentation of ongoing recruitment and outreach efforts.

Element 8: Admission Policies and Procedures

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission

preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Founding Families of the Charter School
3. Children of Charter School teachers and staff
4. Students who are currently enrolled in Virginia Boris Elementary School and students who reside in the Virginia Boris Elementary School attendance area (for purposes of the SB 740 Charter School Facility Grant Program)
5. Residents of the District
6. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Lottery Procedures

1. The lottery will take place within 30 days of closing the open enrollment period. For the 2017-18 school year, application/lottery forms must be received by April 16, 2018, 6:00 PM (or within 30 days of date of charter approval).
2. The lottery will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.

3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. For the 2017-18 school year, the drawing will take place on April 19, 2018, at 6 PM (or within 30 days of date of charter approval).
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a Charter School administrator or Board member.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seven (7) days to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return must notify the Charter School during open enrollment.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. The random public drawing for the first year, should it be necessary, will be held on April 19, 2018 (or within 30 days of date of charter approval). All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School Board as necessary. In year one (1), if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

Table 8.1: Planned Application, Public Random Drawing, and Admission Schedule

January – March	Application forms available at school administrative office or online at the Charter School's website.
First week of March	All application forms due to Charter School.
Last week of March	Public random drawing conducted (if necessary).
Last week of April	Admission notification and enrollment packets distributed to parent and children who have been drawn in the public random drawing.
Approximately 2 Weeks Later	Completed enrollment packets due back to the Charter School, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

Element 9: Annual Independent Audit

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, 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 his or her side of the story.

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) 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.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days 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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school 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). Education Code Section 47605(b)(5)(J).

One & Only Academy focuses on creating a safe and inclusive environment for learning and developing outstanding moral character. Respect, integrity and discipline are the basis for developing a strong moral compass in students. O&OA staff and teachers will use positive discipline methods to create a caring school community and teach students effective behavior management skills as well as how to be accountable for their actions. Students will develop ownership of the Charter School because their thoughts and feelings will be regularly heard and valued. All teachers will be fair and uphold school wide expectations for behavior at O&OA. When dealing with a situation, teachers will prompt students to think about and reflect on their choices. When students evaluate their behavior and feel like they have a voice, they are empowered to make

better decisions and learn from their mistakes. Students will have the opportunity to acquire and demonstrate leadership skills like problem solving, conflict resolution, collaborative decision-making, and the ability to consider other viewpoints as well as take personal ownership of life situations.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student’s parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be

considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device,

computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of

his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the

charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**1. Notification of District**

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that

the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted

- such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees of the Charter School will participate in the State Teachers' Retirement System ("STRS").

Non-certificated employees will participate in federal social security. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.

The O&OA Board of Directors may decide to establish additional retirement plans for all employees that include, but are not limited to, the establishment of a section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the other reciprocal system.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Return Rights

Governing Law: 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures ("UCP") as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

The Charter School will notify the District in writing, directed to the attention of the Superintendent, of any complaints received from parents, students or staff under the UCP, any complaints filed with the Department of Fair Employment and Housing, complaints filed with the Equal Employment Opportunity Commission, or other complaints received by the Charter School or filed with the Charter School or another public agency pursuant to state or federal law, including any known legal action filed against the Charter School, its officers, or employees, related to the operation of the Charter School. Notification shall occur no later than fifteen (15) calendar days following the Charter School's receipt of such a complaint or service of legal process. Upon notification to the District of any such complaint, the Charter School shall respond to all reasonable inquiries by the District about the matter.

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Fresno County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the

records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation, and may be distributed to CUSD. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendices G and H, please find the following documents:

- Budget narrative
- A projected first year budget including startup costs
- Financial projections and cash flow for the first five years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Facilities

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

O&OA will be located within the District boundaries. O&OA will be located on a 10-acre property owned by the Darbar Shri Guru Granth Sahib Ji Temple, 2630 N. Locan Ave., Fresno, CA 93737, pursuant to a Letter of Intent from the Temple, attached as Appendix I. In the 2018-2019 school year, following approval of necessary permits from the City, the leased facility will consist of modular buildings with seven classrooms, one modular office building including Executive Director's office, computer room, room for Office Manager, and employee break room, outdoor recreation area including grass field, learning garden, play structure, lunch and P.E. area. In addition, students will have access to the 3000-square foot temple for indoor meals and recreation, assembly and performances. The founding members have negotiated this Letter of Intent with the Temple, and there is strong support for the Charter School.

The Charter School does not anticipate making a facilities request to the District through Proposition 39.

Transportation

O&OA will provide transportation to and from school, as required by law, including but not limited to students with disabilities in accordance with a student's IEP.

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution

processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

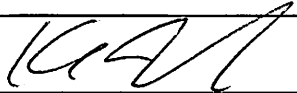

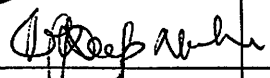
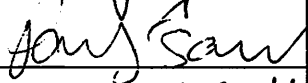
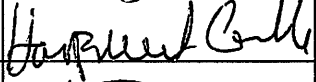

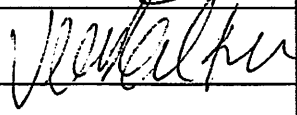
By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2018 through and including June 30, 2023.

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

We the undersigned believe that the attached charter for the creation of One & Only Academy (the "Charter School") merits consideration and hereby petition the governing board of the Clovis Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.

The petitioners recognize Harmit Singh Juneja as the Lead Petitioner and authorize the Lead Petitioner to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature.

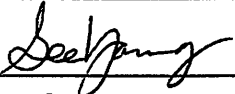
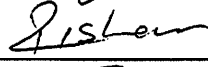
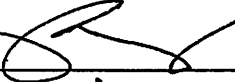





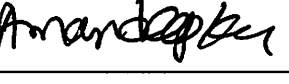
K-5

	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Kulraj Grewal		1618 Paradise Loop Lemoore, CA 93245	KGrewal14@gmail.com	559-743-5363	1	12/24
2.	Balji Chisri		9446 N. Price Ave 93220		559-630-2337	1	12/24
3.	RAJDEEP M V H A R		5883 EAST BYRON AVE FRESNO, CA 93727	rajdeep818@yahoo.com	(559) 286-8244	1	12/24
4.	Harpreet Sandhu		5329 E. Alhambra St FRESNO, CA 93727	HarpreetSandhu@gmail.com	(559) 252-3666	1	12/24
5.	Harpreet Gill		1407 Lynnmaria Way Modesto CA 95207	Harpreetgill@yahoo.com	559-776-7519	2	12/24
6.	Navdeep Sandhu		6859 W Celeste Ave 93722	NavSandhu661@gmail.com	559-512-0455	2	12-24
7.	Veerpal Brar		5531 W CONTESSA AVE 93723	Vbrar79@yahoo.com	559-360-4083	2	12/24/17
8.							
9.							
10.							

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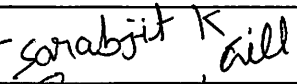


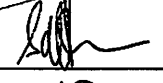


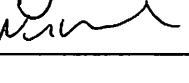
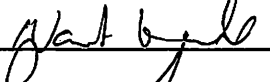
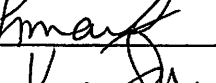

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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	See Yang		2886 Homsy Ave Clovis, CA 93612		559-575-2730	1	12/29/17
2.	Risham Kauri		212 445 S Angyle Ave Apt 212 Fresno, CA 93727		(209) 222-7583	1	12/29/17
3.	Pamela Yang		5466 E. Hampton Way Fresno, CA 93727		559-255-8395	4	12/29/17
4.	Batinder Grewal		1209 W NELSON AVE FRESNO CA 93625		559-289-0013	1	
5.	Joginder Singh		5370 E. PITT FRESNO CA		559-312-6619	1	12-31-17
6.	Parnet Kaur		2941 Wrenwood Ave, Clovis		510-600-9265	1	12-31-17
7.	Neeraj Juneja		3875 Chessa Ln, Clovis	neerajdc@gmail.com	559-308-2959	2	12-31-17
8.	Gurbachan Singh		12571 E Dinuba Ave Selma CA	GurSSingh28@gmail.com	559-477-9197	1	12-31-17
9.	Amandeep Kaur		4581 W SAMPLE AVE FRESNO CA 93722	Amandeep.kaur74@yahoo.com	559-801-7455	1	12-31-17
10.							

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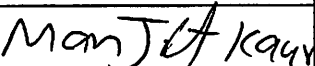
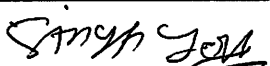


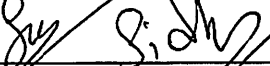

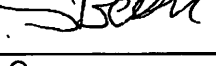
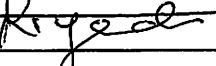
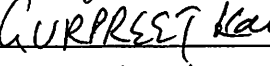
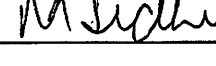
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	GUNKAR S GILL		280 W ALAMOS AVE CLOVIS CA 93612		559-668-6986	5 year 1	12-29-2017
2.	AMARJOT KAUR		3468 Amara Amanecer Ave Clovis, CA 93619	KAUR-AMARJOT@YAHOO.COM	650-762-4322	5 year 1	12/29/17
3.	Gurparkash S. Sandhu		1844 N. Pamela Ave Clovis 93619	Ca.Sandhu@Yahoo.com	909-786-8008	1	12/29/2017
4.	SANDEEP K. SANDHU		1844 N. PAMELA AVE CLOVIS CA 93619	nsandhu0918@gmail.com	559-496-9394	1	12-29-2017
5.	Jaswinder K Sidhu		6858 W. Fir Ave Fresno 93722	jbhullar32@yahoo.com	559-320-5324	1	12/29/2017
6.	SATINDER K. SEKHON		4179 WEST SAMPLE AVE FRESNO 93722	Bindu80@gmail.com	559-708-5122	1	12/29/17
7.	Nivinder Kaur		4570 W. Palo Alto Ave Clovis 93722	nivinder.kaur@icloud.com	559-375-6514	2	12/30/17
8.	NAVNEET K GILL		Fowler CA 93625 999 EAST SKYLAR AVE		559-316-7023	1	12-30-17
9.	Simarjeet Kaur Gill		5982 E Florence Ave Fresno CA 93727	Gill1988@gmail.com	916-868-2161	1	12-30-17
10.	Kamalpreet Kaur		5351 E. Tower Ave Fresno, CA 93725	Sahota55@gmail.com	559-301-9927	2	12-30-17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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1.	MANJIT KAUR		6727 E AMHERST AVE FRESNO, CA 93727	Manutoor@yahoo.com	559-718-9164	2	12/23/17
2.	HARJIT SINGH JOHAL		8202 STERLING AVE SANGER CA 93657	H.JOHAL07@yahoo.com	559-375-2613	1	12/23/17
3.	HARKIRAT BAL SUKHDEEP BAL		3324 SWIFT AVE CLOVIS CA 93631	BAL-HARKIRAT@gmail.com	559-723-6001 559-682-2320	3	12/23/17
4.	Devinder Singh FEVIL SAAHU		5258 E. BYRD AVE FRESNO CA 93725	devindersow@yahoo.com	559-269-4614	1	12/23/17
5.	SIMARJIT SIDHU		1125 S. APRICOT AVE FRESNO 93727		559-942-1035	2	12/23/17
6.	HARPREET SANDHU		2154 S. BUNDY DR FRESNO CA 93727	HARPREETMAAN123@gmail.com	559-394-9145	1	12/23/17
7.	SUKHMINDER BATTI		5545 E. ATCHISON ST FRESNO, CA 93727	ARMAAN BATTI@yahoo.com	559-458-1338	1	12/23/17
8.	Rohit Yadav		2632 Holt Ave Sanger CA, 93657	rohit.yadav133@gmail.com	818-599-9421	---	12/23/17
9.	Gurpreet Kaur		5332 E. Tower Ave Fresno CA 93725	cte.carrion@gmail.com	559-306-536	2	12/23/17
10.	Mandey Sidhu		2736 Keats Ave Clovis, Ca, 93611	msidhu@yahoo.com	408-439-0435	2	12/23/17

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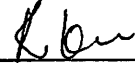





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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	JASMINDER Singh	Jasminder Sing	2264 N MARKS Ave #134 FRESNO CA 93722	Jasmindersidhu10@gmail.com	559-513-7277 559-942-6748	2	12/25/17
2.	Mandeep Kaur	Mandeep Kaur	2264 N MARKS ave	Singh Kaler 958@gmail.com	559-203-8810	1	12/25/17
3.	SATVINDER SINGH	Suz	5453 W. Donner Fresno 93722	SSatvinder@yahoo.com	559-312-0670	1	12/25/17
4.	GOVINDER SINGH	G. Sim	3626 N Blythe Ave #122 FRESNO, CA 93722	Sunny JKG TRUCKING@gmail.com	951-691-3412	1	12/25/2017
5.	JASPREET KAUR	Jassi	4603 W 5139W GRIFFITH		559 513 4561	2	12/25/17
6.	Mohinder	Singh	722 9501	5429	559 513 4561	1	12/25/17
7.							
8.	Navdeep Gill	Navdeep	4713 W Clinton Ave Apt 101 Fresno CA	NAV Karmalgill@gmail.com	559-917-83126	1	12/25/17
9.	Mansit Singh	M	3710 W. Princeton Ave Fresno 93722	Singh Mansit 166@gmail.com	559-241-4880	2	12-25-17
10.	SUKHDEEP SINGH	Sukhdeep Singh	5350 N. Brawley Ave Apt #100 93722		559-273-7296	1	12-25-17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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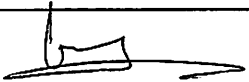


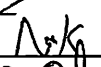

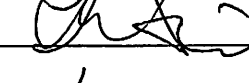
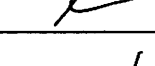
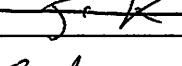
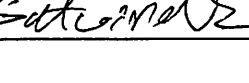
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1.	Ratinderpal Kaur		6686 E Flint way, Fresno CA-93727	hurdalritu2228@gmail.com	559-558-6991	1 1	12/23/17
2.	Sandeep Kaur		6742 E. SIMPSON AVE Fresno CA 93727	gillsandeepkaur@hotmail.com	559-470-1294	1	12/23/17
3.	JASLEEN RATHAUR		5620 W. Richert Ave FRESNO 93722	JasleenRathaur1982@gmail.com	818-987-7235	3	12/23/17
4.	Amanpreet Kaur	A.k.	2630 N. Logan Ave	HarbalyeetSingh19@gmail.com	510 480 5206	1	12/23/17
5.	Dimplejit Kaur		7269 W. dove wood drive Fresno 93723	dimplekaur@gmail.com	510 861 8100	1	12/23/17
6.	GAGANPREET KAUR		2487 S. DUKE AVE FRESNO 93727	Kahloragaganpreet@gmail.com	559-301-9945	1	12/23/17
7.	Shindorpal Kaur	Shindorpal	4602 W. Cornell AVE FRESNO 93727	Shindorpalbra@gmail.com	559-360-8945	1	12/23/17
8.	Manpreet Gill	Manpreet	5855 E. Burns Ave Fresno 93727	Manpreetgill373@yahoo.com	559-289-3225	2	12/23/17
9.	RAVDEEP SINGH		2537 Deauville Circle Clovis 93619	Sravdeep@gmail.com	559-994-7916	2	12/23/17
10.	Parneet Kaur	Parneet K	2941 Wrenwood Ave, Clovis, 93611	Gurdeep@live.com	510-600-9265	1	12/23/17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

We the undersigned believe that the attached charter for the creation of One & Only Academy (the "Charter School") merits consideration and hereby petition the governing board of the Clovis Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the Charter School.


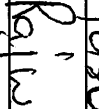
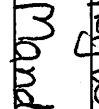
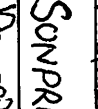
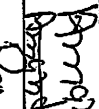

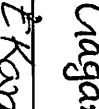



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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Jovejinder Singh		5764 W magill Ave Fresno CA 93722	Slovej 75@yahoo.com	559-385-1225	2	12-24-17
2.	AMRINDER SINGH		7111 N BLYTHE AVE #244 Fresno CA 93722	amrindersingh1737@gmail.com	318-475-1737	1	12-24-17
3.	Kashmir Singh		105 Stonegate 9131 N Blythe	Kashmir.Ghela@gmail.com	559-644-6261	1	12-24-17
4.	Narinder Kaur		2264 N Marks Ave Apt #134	Jaswinder sidhu@gmail.com	559-942-6748	2	12-24-17
5.	Jasprender Saini		4031 W. Fender Ave	jasprender4@shglobal.net	348-7787	1	12-24-17
6.	AMANDEEP K. SIDHU		3470 N. Gregory Ave.	akauradhu@gmail.com	559-824-1572	1	12-24-17
7.	RAJINDER-SINGH		5103 N. MARTY AVE #101		123-330-4085		12-24-17
8.	JATIINDER KAUR		11		11		11
9.	Satinder		3844 N. Fender Ave Fresno CA 93722		(559) 9066860	3	12-24-17
10.							

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NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1. Ravinder Kaur		5721 E 1 st St Fresno, CA 93729	bobbyjain19@gmail.com	559-473 6211	1	12.24.17
2. Rajwinder Kaur		7373, Linda Ln, Fresno CA 93727	tanika@ yahoo.com	559-708-7179	2	12.24.17
3. Mandeep Kaur		2387 S. Lake Ave Fresno, CA 93726	Sandeep.Singh@ yahoo.com	559-478-3573	TK 1	12.24.17
4. SONPREET KAUR		4858 W Figuerden Ave Fresno 93722	Beetika.Sonpreet52@gmail.com	601-955-4733	1	12.24.17
5. Harmit Singh Kaur		3715 W Buxton Ave #133 Fresno 93711	Harwinder.singh66@gmail.com	601-259-04-06	0.	12.24.17
6. Harmit Kaur		3446 Peach Ave APT #128 CLOVIS 93612	SandeepSingh1589@gmail.com	559-457-9000	- 1	12/24.17
7. Nagandeep Kaur Sacha		5664 N La Paz Ave Fresno 93723	gaganandeepkaur133@icloud.com	559-375-9620	1	12/24/17
8. Ekandeep		6844 W. Fallon Ave FRESNO, CA, 93722	deepisangha88@aol.com	559-779-0864	2	12.24.17
9. Rajwinder Gill		1327 S. Karen Ave Fresno, CA, 93727	gugabirmugla@yahoo.com	559-577-4441	1	12/24/17
10. Maria Bains		2225 Edison Dr Fresno, CA 93720	maria01998@yahoo.com	626-375-1547	2	12-24-17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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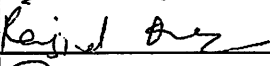
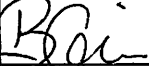
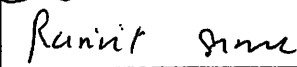
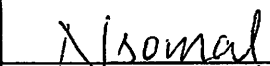

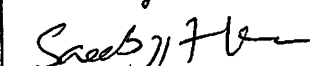


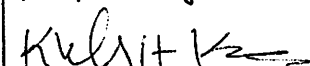
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	RAMANDEEP KAUR	Ramandeep Kaur	468 S. DUKE AVE FRESNO, CA 93727	RAMANDEEPR911@gmail.com	(559) 251-3740 (559) 216-7667	1	12/24/17
2.	GURJEET KAUR	Gurjeet Kaur	131 PALM CT FOWLER CA 93625	Satnamrai SS @comcast.net	(559) 834-6368	2	12/24/17
3.	MANJIT SANGHA	Manjit Sangha	6588 E SUSSEX WAY FRESNO CA 93727	Sangha.Manjit@yahoo.com	559-230-7572	1	12/24/17
4.	KIRANPREET KAUR	Kiranpreet Kaur	5335 E. KAVILLAND AVE. FRESNO, CA 93725	jagbath62@gmail.com	559-400-2889	1	12/24/17
5.	Kulvir S. Shillou	Kulvir S. Shillou	1222 Reg. Ave Fowler, CA	shilloukulvir92@yahoo.com	559-916-7002	2	12/24/17
6.	Sandeep Kaur	Sandeep Kaur	5430 W. Palo Alto Ave #233 Fresno, CA, 93722	Kamaljitd@yahoo.com	559-345-6199	1	12/24/17
7.	HARLEEN KAUR Anchal Khurana	Harleen Kaur Anchal Khurana	9515 S Zediker Ave zip-93648		559-254-7018	1	12-24-17
8.	RAMANDEEP KAUR	PARMINDER SAWHU	3072 Sterling Ave Sanger CA 93657		559-254-7626	1	12/24/17
9.	Litender	Litender	225 S. Argyle Ave Fresno, CA 93727	Laz2kara@gmail.com	559-360-5887	2	12/24/17
10.	Pooja Kiran	Pooja Kiran	1015 Oak Ct. Fowler, 93625	Kiranrashi2612@gmail.com	559-647-9603	1	12/24/17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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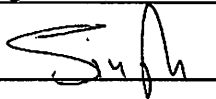
	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	RESHAMPAL BRAR		7665 N. HANNA AVE FRESNO, CA 93722	brarreshampal@yahoo.com	(559) 304-5158	2	12/24/17
2.	Rajinder Kaur		7444 S. Kenneth AVE Fowler CA 93625	RSidhu2003@gmail.com	559/834-3344	1	12/24/17
3.	Bikram Kaur		1641 E Lester AVE Fresno CA 93720	bg112001@outlook.com	734-658-1688	1	12-24-17
4.	RAVJIT SINGH		2580 S. PURDUE AVE FRESNO CA 93727	RSRA107@gmail.com	805-797-4788	2	12-24-17
5.	Naupreet Soina		6447 N. Carnegie AVE FRESNO, CA, 93722	ambercool98@gmail.com	559-289-7977	2	12/24/17
6.	Palwinder Singh		7642 W. Fallon Ave Fresno CA 93722	Kcpaul1977@gmail.com	559-477-7437	1	12/24/17
7.	Sarbjit Kaur		5362 N Valentine Ave FRESNO CA 93727	matu.sarbs88@yahoo.com	559-558-6259	1	12/24/17
8.	NISHI SANDHU		1107 Palm Ave Fowler CA	Nishisandhu18@yahoo.com	559-908-7132	2	12/24/17
9.	MANDEEP Kaur		6601 W. Stuart Ave Fresno CA	G198664@yahoo.in	510-896-9044	2	12/24/17
10.	KULJIT Kaur		368 Camelia Ave SAN JOSE	KuljitKaur17070@gmail.com	559-776-9171	1	12-24-17

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PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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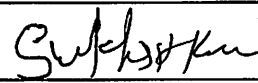
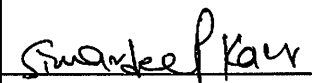
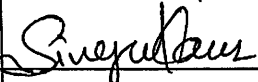
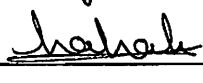
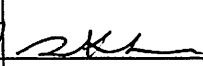
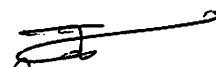
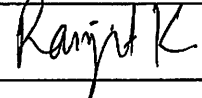
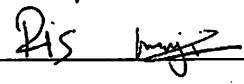
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	JAFJIK CHAHIL		446 S. Madison Ave Fowler CA 93625	C.Chahil@yahoo.com	559 367 4271	1	12-24-17
2.	SUKHMANPREET KIDOR						
3.	VIKRANT S. CHAUHAN		5802 E Byrd Ave Fresno CA 93727		559 832 7045	1	12-24-17
4.	Gurpreet Singh		2864 Blackwood Ave. Clovis CA 93619		559-942-0794	1	12-24-17
5.							
6.							
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1.	SUKHJIT KAUR		6854 E SIMPSON AVE Fresno CA 93727	SUKHJIT TTR@gmail.com	510-944-8991	2	12-24-17
2.	SIMARDEEP KAUR		5882 E BURNS AVE FRESNO CA 93727		559-5678180	1	12-24-17
3.	Simerjeet Kaur		316 SW Shields Ave Apt. 255 Fresno CA 93727	DilSingh108@gmail.com	559-702-343-1600	1	12-24-17
4.	MANJEET KAUR		3257 N. BURL AVE FRESNO CA 93727	mcalfred@yahoo.com	559-417-3875	3	12-24-17
5.	GURPREET SARAN		2955 FAIRMONT AVE CLOVIS CA 93611	gurpreetksaran@gmail.com	(510) 673-4793	1	12-24-17
6.	Tynder Singh		445 S Argyle Ave. Apt. 224 Fresno	Tajmit506@gmail.com	559-419-3484	1	12-24-17
7.	Ranjit Kaur		6761 E Redlands Ave. Fresno CA 93727	Rani18j@yahoo.com	510-283-8986	2	12/24/17
8.	Reshamjit Kaur		445 S ARGYLE AVE APT 212, FRESNO CA 93727		209-222-7583	1	12-24-17
9.							
10.							

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1.	JASWINDER PAL SINGH						
2.	GURPREET KAUR	G. Kaur	FRESNO- 93727 445 S. ARGYLE AVE. APT. 107	jps532@gmail.com	559-7704647	1	12-23-2017
3.	PREETINDER KAUR	S.K	445 S. ARGYLE AVE APT 205 FRESNO 93727		559-708-0985	1	12-23-17
4.	Surjit Kaur	Surjit Kaur	445 S. South Argyle Ave Apt 121 Fresno, CA 93727	KaurSurjit75@yahoo.com	504-289-1911	2	12-23-17
5.	Harmit Kaur	Harmit Kaur	Fresno CA 93727 445 S. Argyle Ave Apt 224	Harmit0503@gmail.com	559-558-5076	1	12-23-17
6.	Kulwinder Kaur	Kulwinder Kaur	445 S. Argyle Ave Apt. 226		209-688-8184	1	12-23-17
7.	Sukhvirs Kaur	Sukhvirs Kaur	555 S. Argyle Ave Apt 206		559-558-6045	1	12-23-17
8.	NIRMAL KAUR	NIRMAL KAUR	555 S. Argyle Ave Apt 208	SimranKaur01@gmail.com	559-856-4499	1	12-23-17
9.	Harmanpreet Kaur	Harmanpreet Kaur	555 S. Argyle Ave Apt 218	Harmanpreet174@gmail.com	559-270-9009	1	12-23-17
10.	Maninder Kaur	MANINDER KAUR	555 S. Argyle ave APT - 230		209-663-0559	1	12-23-17

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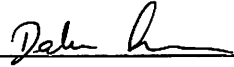
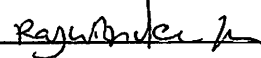
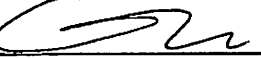






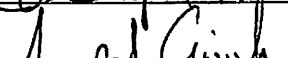
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1.	Amandeep Kaur	Amandeep Kaur	1057 Skyle In Kingsburg	amandep14@hotmail.com	4735722	1	12/25/17
2.	Gurpreet Kaur	Gurpreet Kaur	368 N. Gilegan Ave. Fowler, CA	Kuljit Singh 167 @ RocketHub	559-301-1805	2	12/25/17
3.	Jaswinder Kaur	Jaswinder Kaur	5245E Florence Ave. Fresno CA 93727	Nakirat 0611@gmail.com	559-666-0594 559-412-8464	1	12/25/17
4.	RANJIT SINGH	Ranjit Singh	5370 E. PITTAVE Fresno CA 93727	Ranjitsingh12@hotmail.com	559 260 3473	2	12/25/17
5.	PREET SINGH	PREET SINGH	10766 E. Clarkson Ave Kingsburg, CA 93671	preetbhangra@hotmail.com	559-274-2970	1	12/25/17
6.	SUKHWINDER SINGH	Sukhwinder Singh	6536 N. Sanderini Ave Fresno CA 93722	sukhibual@gmail.com	559-702-5559	2	12/25/17
7.	Mandeep Kaur Tiwana	Mandeep Kaur	5477 W. Norwich Ave Fresno CA 93722	harman559@aol.com	559-696-6634	1	12/25/17
8.	Jaswinder K. Saini	Jaswinder K. Saini	4031 W. Fender Ave Fresno 93722	jaspaule4@siglobal.net	318-7787	1	12/25/17
9.	RABHJIT KAUR	Rabhjit Kaur	5441 W. SAGINAW WAY FRESNO CA 93722		559-215-7178	1	12/25/17
10.	Anampreet Gill	Anampreet Gill	1998 Maine Ave Clovis, CA 93619	Anampreet@gmail.com	732-816-3471	1	12/25/17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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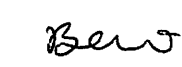
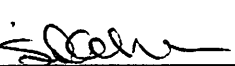
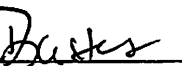
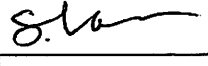
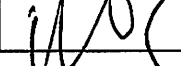
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Daljeet Kaur		5321 E. REDLAND AVE	Bani 184 @ hot mail. Co	559-286-9355	2	12/23/17
2.	Rajwinder Kaur		3585 N. PASEADEN AVE, #1109	Rkaur 02 @icloud.com	559-801-4402	1	12/23/17
3.	Gurloveleen Bran		1130 Prescott Clovis CA 93619	Gurloveleenbran@Yahoo.com	559-708-1003	2	12/23/17
4.	Jaspal Bran		6720 West Celsete Ave		559-248-6200	1	12/23/17
5.	Dalwinder Singh Dhalla		6761 E Redlands ave, 93727	PRABH1206@gmail.com	559-682-7098	1	12/23/17
6.	Baljit S. Khondola		1717 W. NASH AVE, 93629	baljit5613@yahoo.com	559-284-7865	1	12/23/17
7.	Amandeep Kaur		1967 S. ORANGEWOOD DRIVE, 93727	amenchahal@yahoo.com	559-250-8661	2	12/23/17
8.	Rajwinder Johal		3039 N. REDD AVE, FRESNO CA 93737	TJOHAL14@GMAIL.COM	559-451-6537	1	12/23/17
9.	Harpal Kaur		2572 Whitmore Ave, Clovis, CA	HKaurk@yahoo.com	734-3651651	2	12/23/17
10.	Harpal Singh		2905 MAINE AVE, Clovis CA	hsingh9442@yahoo.com	510-207-2096	2	12-23-17

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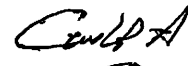

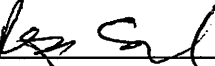

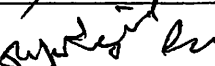
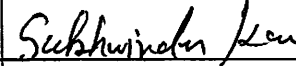
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Sandeep Kaur		3458 N. Gregory Ave	Sanmel29@yahoo.com	554-916-2214	1	12-25-17
2.	Hardeep Kaur		3090 Holland Ave, Clovis, CA	kaurh79@gmail.com	559-545-8863	3	12-31-17
3.	Komaljeet Dhalwal		2576 S. Miami Ave Fresno	KDHALIWAL50@gmail.com	559-862-5032	2	12-31-17
4.	Sukhjia Kaur		5380 E. Lowe Ave Fresno	swiebrar@gmail.com	559-974-3982	1	12-31-17
5.	Devinder Kaur		361 W. Santa Ana Clovis	Cheemajas78@yahoo.com	559-400-5487	1	12-31-17
6.	Beant Kaur		5327 W. BROWN AVE Fresno	brar.be@gmail.com	559-708-9816	1	12-31-17
7.	Sukhinder Kaur		6319 W. Ashlan Ave Fresno, CA 93722	Shift+fresno@yahoo.com	559-779-0593	2	12-31-17
8.	Buntes Dhalwal		5329 W. Cotton Ave Fresno, CA	TJ.0593@yahoo.com	559-630-4044	1	12-31-17
9.	Sharndeep Kaur		3001 N. Hill St. Selma, CA	SharnSandh84@yahoo.com	559-270-5320	1	12-31-17
10.	Mandeep Handi		6224 E. SUSSEX WAY FRESNO CA 93727	Mkhandi26@gmail.com	559-709-5595	1	12-31-17

PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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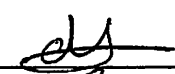





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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
	Gursharan Singh		Fresno CA 6674-E Brady Ave		559-430-4827		12-31-17
1.	↓	↓	↓	↓	↓	2	↓
2.	GURVINDER PAL		4569 E Edna Ave Fresno CA 93725	BALTRANS55@ yahoo.com	209 777 8765	2	12.31.17
3.	GURDIP SINGH NITAR		6551 W. DOVEWOOD LN FRESNO, CA 93723	gurdeepnitar@gmail.com	559-761-9225	2	12-31-17
4.	Amandeep Randhawa		6253 S HAMPTON WAY FRESNO, CA 93727	futurewayfrans@yahoo.com	559 930-9999	2	12/31/17
5.	Rajinder Sidhu		7444 S. KENNETH AVE Fowler CA	R.Sidhu2003@gmail.com	559-408-7259	1	12/31/17
6.	ADAY KUMAR		4693 W. CORNELL AVE FRESNO, CA 93722		559-779-9531	1	12-31-17
7.	RUPINDERJEET K. SINGH		5466 W. FERNANDEZ DR. APT #123 FRESNO, CA 93722	brupinder92@yahoo.com	559-824-9599	1	12/31/17
8.	Subhwindeh Ken		CA 93722 1243 Stephanie St. Elmer		559-999-2730	1	12-31-17
9.							
10.							

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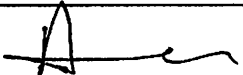



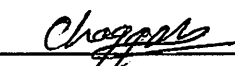

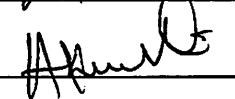
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Nagjit Kaur Johal		555 S ARGYLE AVE Apt 219 Fresno CA 93727	GurisevansinghJohal@gmail.com	559-375-5346	1	12/31/17
2.	Daljeet Sidhu		7570N. Trellis Cir, Fresno 93720	gracesidhu@gmail.com	559-779-0382	2	12/31/17
3.	Jaspal Sangha		5898 E Grove Ave Fresno CA	SanghaJaspal@hotmail.com	559-916-5898	1	12/31/17
4.	Manvinder Singh		6729 E Heaton Ave, Fresno, CA 93727	manvinder121@gmail.com	559-922-2994	2	12/31/17
5.	Harinder Singh		6602 E Cetti Ave Fresno, CA	Hgremel222@yahoo.com	559-253-3522	1	12/31/17
6.	Sukhjot Kaur		3142 HORNET AVE CLOVIS CA 93611	Sukhjot 3142@yahoo.com	559-291-2367	1	12/31/17
7.	Mandeep Kaur Kuldeep Singh		2387 S RARE AVE Fresno, CA 93727	Kuldeep Singh Sandhu @78 @yic.com	559-478-3573	1	12/31/17
8.							
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1.	SAHIB SINGH		5865 E BYRD AVE FRESNO	SIDHVARSH@GMAIL.COM	559-451-620	1	12-31-17
2.	Mamsehaj K. Dasku		1124 S. Carriage Ave Fresno CA 93721	Kkmsc@att.net	559-394-2977	1	12-31-17
3.	Tanvir Pannu		2186 E Michelle Ave Fresno, CA 93725	Rpannu72@gmail.com	559-917-0052	2	12-31-17
4.	Belynda Kaur		5770 E. Kings Canyon Rd Apt # 206K Fresno CA 93727		559-519-4596	1	12/31/17
5.	PAWINDER CHAGGAR		3742 W. FALLON AVE FRESNO CA KINGSBURG, CA 93631	KCPAUL1977@GMAIL.COM	559-477-7437	1	12-31-2017
6.	Rupinder Kaur		12475 E. MAGNOLIA AVE	KAURRUPINDER32@AOL.COM	559-756-7718	1	12/31/17
7.	Akshant Mahi		5258 E. Grove Ave	KOUR-43@hofmail.com	708-3485 559-500-2662	2	12-31-17
8.							
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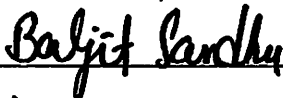
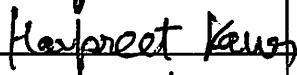

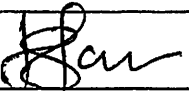
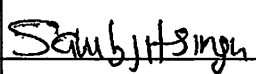
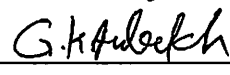

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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Jasvinder Sran	Jasvinder Sran	569 S. Shelly Ave Fresno, CA 93727	SranJasvinder@gmail.com	(559) 216-8959	1	12/31/17
2.	Helenwinder Kaur	Helenwinder Kaur	5532 E. Florence Ave Fresno, CA		(559) 559-5487681	2	12/31/17
3.	VIKRANT CHAURAN	[Signature]	5802 E BYRD AVE Fresno, CA	Vik-chauchan@hotmail.com	559 831-7045	1	12/31/17
4.	JASVIR KAUR	[Signature]	2416 Church FRESNO, CA		559-842-3316	2	12/31/17
5.	BAWJEET SINGH	[Signature]	8339 N. Richella Fresno, CA 93720	Baljeet7@gmail.com	559-908-6070	2	12/31/17
6.	PRABHJOT SINGH	[Signature]	1641 E LESTER AVE FRESNO CA 93720	prabj112005@gmail.com	734-837-8985	1	12/31/17
7.	DAJEST KAUR	[Signature]	5327 E BELMONT AVE 3615 West Ave Shield Victoria Apts Fresno CA 9	Poni Lora@hotmail.com	559-286-7335	2	12/31/17
8.	Mandeep Kaur	[Signature]	2361 S Sabee Ave Fresno CA 93727		559-548-5416	1	12/31/17
9.	Jarnail Singh	[Signature]	7607 E Garland Ave Fresno CA 93737	Kaur-Sukhjinder82@yahoo.com	916-412-9044	1	12/31/17
10.	Sukhjinder Kaur	[Signature]			559-408-5150	1	12/31/17

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1.	SUMEET CHADHA		5422 Prescott Ave Clovis, CA 93619	SCHADHAWFG@gmail.com	559-917-4139	2	12-25-17
2.	Sukhreet Grewal		1523 N. Carnegie Ave Fresno, CA 93722	Gillsukhreet@yahoo.com	559-892-3160	2	12/31/17
3.	Baljit Sandhu		888 Bethel Ave Apt 136 Sanger, CA 93657	baljitsandhu53@yahoo.com	559-531-5262	1	12/31/17
4.	HARPREET KAUR		3327 E SIERRA AVE Fresno, CA 93710	KAURDHILLOW1987@gmail.com	416-575-5705	2	12/31/2017
5.	RAJPREET KAUR		825 S Park Ave Kerman, CA 93630	ahgsidha@yahoo.com	559-577-7972	2	12/31/17
6.	HARNEET KAUR						
7.	Harsinderpal S. Panu		9250 S. Ranch Ave Fowler, CA 93628	PBCINC2@GMAIL.COM	559-367-6184	1	12/31/17
8.	Gurleen Kaur		7834 Olive Street Santitas, CA 93711		559-892-8190	2	12/31/17
9.	Gurcharan Kaur Aulakh		4581 East EDEN A Fresno, CA 93711		559-500-2600	1	12-31-17
10.	Baljit Kauratt		2755 Nelson Blvd Apt 111 Selma, CA 93762		559-709-0541	1	12.31.17

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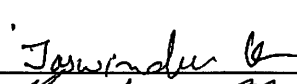

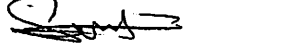
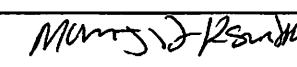


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1.	Bichhar Singh		Fresno CA 93722 5837 W Middle Ave	GBTRoads.com	559-375-5599	①	12/25/17
2.	Balsinder Kaur	B Kaur	3590 W Terrace Av Fresno	pamrit22@therafe yahoo.com	559-389-7093	1	12/25/17
3.	Kulwinder Kaur	Kulinder K	3016 N. Forestiere Ave Fresno		559-892-1836	1	12/25/17
4.	AMRINDER SINGH	A	4111 N BLYTHE AVE #244 Fresno CA 93722	amrindersingh1737@gmail.com	318-475-1737	1	12-25-17
5.	HARINDER Singh	Harinder Singh	3826 N. Blythe Ave APT # 125 Fresno CA 93722	HarinderSingh67@gmail.com	559-277-918	1	12-25-17
6.				Gmail.com			
7.							
8.							
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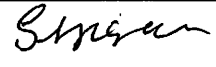
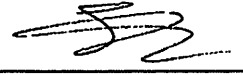
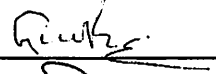

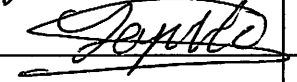
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1.	JASWINDER KAUR		2266 S. CLAREMONT AVE FRESNO CA 93727	JKALS183@yahoo.com	559-289-1192	1	12/23/17
2.	Kamalpreet Kaur		9250 S. Peach ave Fowler CA 93625	Kam.Kauryy@Icloud.com	559-696-5156	1	12/23/17
3.	SUKHDEEP S BAL		2351 S. BUSH AVE FRESNO, CA 93727	SBAL1699@gmail.com	559-682-2320	3	12/23/17
4.	MANJIT KAUR		2271 S. ADRIAN AVE FRESNO CA 93727		559-371-3231	1	12/23/17
5.	RUPINDER KAUR	Rupinder Kaur	2244 S. EZIE AVE FRESNO, CA 93727	schatbant@yahoo.com	559-930-5139	1	12/23/17
6.	RAJBIR KAUR	Rajbir Kaur	7607 E. GARLAND AVE FRESNO, CA 93737	harmmeetSinghvirk@gmail.com	559-630-1465	1	12/23/17
7.	Baldish Kaur		555 ARGYLE AVE, #202 FRESNO, CA	SAPKAPIASHEERA@yahoo.com	559-458-1813	1	12/24/17
8.	Sandeep Kaur		555 S. Argyle Ave, #203		650-630-5863	1	12/24/17
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PETITION FOR THE ESTABLISHMENT OF ONE & ONLY ACADEMY

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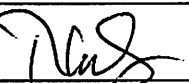


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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Dalwinder Singh		2654 N Constance Ave FRESNO, CA 93722		559-801-3530	1	12/25/17
2.	Jagbir Singh		5461 W. Terrace Ave Fresno, CA 93722		559-201-0986	2	12/25/17
3.	Gurpreet Kaur		Figarden Dr. Apt. 108 4258 W. Figarden Fresno, CA 93722	jeeta00785@yahoo.com	661-972-1392	1	12/25/17
4.	Yadwinden Singh		6528 W Santa Ana Fresno Fresno, CA 93721	rose.rathod1985@gmail.com	559-2506641	2	12/25/17
5.	Jasjit Kaur		5857 W. Millblau Ave	ghr Raad@gmail.com	559-312-6980	1	12/25/17
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1.	NANDEEP SANGHA		7161 E. Cortland Ave Fresno, CA 93737	nsangha83@gmail.com	559-709-5593	1	12/31/17
2.	PREETINDER KAUR		5828 W. EVARTT AVE. Fresno, CA 93722	hms559@hotmail.com	(559) 696-6611	2	12/31/17
3.	Dilbag Singh		9956 N. ANN AVE FRESNO, CA 93720		559-905-0074	1	12/31/17
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1.	HARJINDER SINGH	HCSH	6629 E. SIMPSON AVE FRESNO, CA 93727	HARJINDERD99@GMAIL.COM	559-433-5614	2	12-31-17
2.	Harpreet Kaur	Harpreet Kaur	2850 SAN JOSE AVE Clovis CA 93611	harpreetbhullar@hotmail.com	559-286-8337	3	12-31-17
3.	Sukhdev Brar	Sukhdev Brar	2568 Rail Ave Clovis CA 93611	DAVEBRAR1@GMAIL.COM	559-317-1314	3	12-31-17
4.	Sukhdev Brar	Sukhdev Brar	2346 Morgan Ave Clovis 93611	8khigill9964@yahoo	88-571-1643		
5.	Daljeet Kaur	DKaur	3181 Buckingham Ave Clovis	Daljeet Puriwal@yahoo.com	(559) 500-8963	1	12-31-17
6.	Manminder Bhullar	MBhullar	1687 N Jasmine Avenue Clovis 93619	MANMINDERBHULLAR@GMAIL.COM	559-355-2223	1	12-31-17
7.	Chamkaur Aulakh	Chamkaur S. Aulakh	7760 E Alluvial Ave Clovis CA 93619	amaraaulakh@gmail.com	559-907-3425	2	12-31-17
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Armoon						
2.	MANPREET KAUR	<i>[Signature]</i>	1334 GARLAND AVE CLOVIS	vj7956@gmail.com	203-8605	2	12-31-17
3.	Harjeet Deol	<i>[Signature]</i>	1543 Poe Ln Clovis - 93611	Harjeetbains2015@gmail.com	559-577-0518	2	12-31-17
4.	Mandeep Kaur	<i>[Signature]</i>	3270 Holland Ave Clovis 93611	MSDN019@aatt.net	(559) 545-8376	2	12/31/17
5.	MANJIBET KAUR	<i>[Signature]</i>	2244 S. Rachel Ave Fresno, CA		559-601-6866	1	12/31/17
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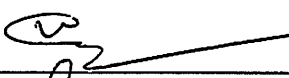
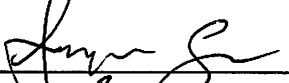
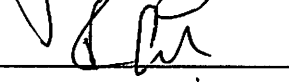
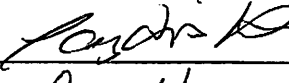
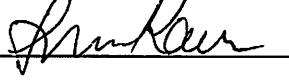
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Ramanjit Kaur	Ramanjit Kaur	3720 Balboa St. - Selma, CA 95362	Nihalraj106@icloud.com	559-743-5391	1	Dec 25, 2017
2.	Jaswinder Kaur	Jaswinder Kaur	4699 W. Bellaire Way	Randyjassi@yahoo.com	559-540-0495	1	Dec 25, 17
3.	GURMIT K GILL	Gurmit K Gill	7479 W. SAN BRUNO AVE FRESNO, CA 93722		917-3964	3	Dec 25, 17
4.	Gurpreet Kinger	Gurpreet Kinger	5166 W Weathermaker Ave FRESNO, CA 93722	kingia559@gmail.com	559-892-5294	1	Dec 25, 17
5.	Gurmit Singh	Gurmit Singh	2810 N. DEBBAN AVE. FRESNO, CA 93727	singhgurmit1@gmail.com	510-334-6103	1	12-25-17
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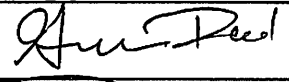


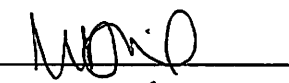
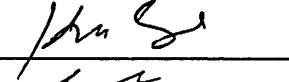

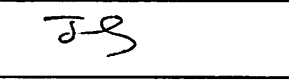
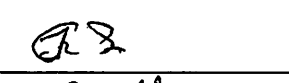

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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
	VIS						
1.	VIJAY SINGH		3254 N. Redda Rd Fresno CA 93737	CBZ.VIJAY@YAHOO.COM	(408) 315-0766	1	12-24-17
2.	JAGVINDER SINGH		6182 E. SUSSEX WAY FRESNO, CA 93727	JAG.CHANNA@gmail.com	559-273-6065	3	12/24/17
3.	RAVDEEP SINGH		2537 Deaville Circle Clovis CA	Ravdeep.singh@gmail.com	559-994-7916	3	12/24/17
4.	JAGDIP KAUR		5857 E. BECK Ave FRESNO CA 93727	JAGDIPKJOHAL@GMAIL.COM	(559) 375-0915	1	12/24/2017
5.	Sandeep Kaur		2715 Creeks Ave Clovis, CA	sanyot2@gmail.com	510-258-3815	1	12/24/17
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	NAME	SIGNATURE	ADDRESS	EMAIL ADDRESS	PHONE NUMBER	# OF STUDENTS ENTERING GRADES TK/K-5 IN 2018-2019 SCHOOL YEAR	DATE
1.	Gursimar Dede		1218 Paradise Loop ^{Leavenworth} CA	SimarKaurDede@gmail.com	559)393-5626	1	1/4/19
2.	PRABHDEEP GILL		6435 W Devonwood Ln ^{Fresno} CA	deepie_gill@yahoo.com	559 840 3209	1	7/2/19
3.	CORREET SODHALWA		1907 Coventry Ave ^{Merced} CA		559-352-5886	2	12/24/17
4.	Manjot Dail		2428 Rodio St, Selma	mdail@dinuba.k12.ca.us	559 907-9998	1	
5.	Harmanjit Gill		6642 E Cetti Ave		559-273-8694	1	12/24/17
6.	Gurcharan Singh		1489 Hackory Ave ⁹³⁶³⁷ Merced		559-232-0015	2	12-24-17
7.	_____	_____	_____	_____	_____	_____	_____
8.	JAGMAIL SINGH		3655 W. SHILDS AVE #261 FARSWORTH CA 93722		559-203-7118	2	12-24-17
9.	Gurpreet S. Toor		1002 Oak Ct. ⁹³⁶⁰⁵ FOWLER, ID		559-3756568	1	12/24/17
10.	GURJOT GILL		656 W. OMAHA AVE CLOVIS, CA 93619		559-277-3531	1	12/24/17

B

Appendix B

PUNJABI WORLD LANGUAGE PROGRAM SCOPE AND SEQUENCE

ONE & ONLY ACADEMY
PUNJABI WORLD LANGUAGE PROGRAM

WORLD LANGUAGE STANDARDS

Based on the ACTFL World-Readiness Standards for Learning Languages, the five goals of foreign language instruction are:

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Understand and interpret written and spoken language on a variety of topics.
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Culture: Gain Knowledge and Understanding of Other Cultures

- Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- Learners build, reinforce, and expand their knowledge of other disciplines while using the foreign language to develop critical thinking and to solve problems creatively.
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Community: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

- Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

The “World Language Content Standards for California Public Schools, 2009” presents the knowledge, skills, and abilities that all learners should acquire in a world language during 13 years in the California public school system. The content standards were developed to accommodate all languages and describe the various stages a learner goes through to become proficient. Therefore, the content standards are not language-specific. In addition, because of the various levels of student proficiency and the multiple points of entry and exit from California’s language programs, the content standards are not tied to specific grade levels; instead, they describe the stages of linguistic and cultural acquisition. The standards are separated into five categories: **Content, Communication, Cultures, Structures, and Settings**. The categories are meant to be taught together and, in practice, should merge into seamless instruction within the various stages of the Language Learning Continuum.

GRADE LEVEL CONSIDERATIONS

The Language Learning Continuum presents foreign language acquisition in terms of stages. It was developed as a part of the “Foreign Language Framework for California Public Schools, 2003” and provides a scale, teachers can use to measure growth in learner proficiency.

Stage I (Formulaic): Learners understand and produce signs, words, and phrases.

Stage II (Created): Learners understand and produce sentences and strings of sentences.

Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.

Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Stage V (Tailored) proficiency, which represents performance typically achieved through university-level study.

The Language Learning Continuum will be carefully aligned with the grade levels and proficiency in the target language. These indicate the beginning progress indicators on the linguistic pathway towards proficiency in a foreign language. The stage numbers are independent of the year of study or a particular text level. It usually takes more than one full year of study to reach mastery on each indicator on a continuum stage. The following are approximate guidelines:

Stage I	Stage II	Stage III	Stage IV	Stage V
Punjabi 1-2, 3-4	2, 3, 3-4	4, 5-6	Middle or High School Punjabi AP Language	Middle or High School Punjabi AP Literature

Following is a scope and sequence based on the above standards:

Content	Stage I	Stage II	Stage III	Stage IV
<i>What content do students address in the unit?</i>	A.1.1 Students address discrete elements of daily life.	A.2.1 Students address topics related to self and the immediate environment.	A.3.1 Students address concrete and factual topics related to the immediate and external environment.	A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment.
<i>What do students learn from the content?</i>	A.1-4.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.			

Communication	Interpersonal Mode	Interpretive Mode	Presentational Mode
<i>What communicative modes do students address in the unit?</i>	B.1-4.1 Students engage in oral, written or signed (ASL) conversations.	B.1-4.2 Students interpret written, spoken or signed (ASL) language.	B.1-4.3 Students present to an audience of listeners, readers or ASL viewers.

	Stage I	Stage II	Stage III	Stage IV
<i>What text-types do students address in the unit?</i>	B.1.0 Students use <i>formulaic language</i> (learned words, signs [ASL] and phrases).	B.2.0 Students use <i>created language</i> (sentences and strings of sentences).	B.3.0 Students use <i>planned language</i> (paragraphs and strings of paragraphs).	B.4.0 Students use <i>extended language</i> (coherent and cohesive multi-paragraph texts).

		Stage I	Stage II	Stage III	Stage IV
<i>What receptive and productive functions do students address in the unit within the communicative modes?</i>	Interpersonal/ Presentational Modes (productive functions)	B.1.4 Students list, name, identify, enumerate.	B.2.4 Students initiate, participate in, and close a conversation, ask and answer questions.	B.3.4 Students describe, narrate, explain, state an opinion.	B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
	Interpretive/ Interpersonal Modes (receptive functions)	B.1.5 Students identify learned words, signs (ASL) and phrases in authentic texts.	B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.	B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.	B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
	Presentational Mode (productive functions)	B.1.6 Students reproduce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.2.6 Students produce and present a simple written, oral or signed (ASL) product in a culturally authentic way.	B.3.6 Students produce and present a written, oral or signed (ASL) product in a culturally authentic way.	B.4.6 Students produce and present a complex written, oral or signed (ASL) product in a culturally authentic way.

Cultures		Stage I	Stage II	Stage III	Stage IV
What aspects of culture do students address in the unit?	How do students respond in the unit to culturally-authentic situations?	C.1.0 Students use appropriate responses to rehearsed cultural situations.	C.2.0 Students choose an appropriate response to a variety of situations.	C.3.0 Students determine appropriate responses to situations with complications.	C.4.0 Students improvise appropriate responses to unpredictable situations.
	What do students learn in the unit about cultural products, practices and perspectives?	C.1.1 Students associate products, practices and perspectives with the target culture.	C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.	C.3.1 Students use products, practices and perspectives in culturally appropriate ways.	C.4.1 Students demonstrate culturally appropriate use of products, practices and perspectives to others.

		C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.	C.2.2 Students state similarities and differences within the target cultures and among students' own cultures.	C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.	C.4.2 Students explain similarities and differences within the target cultures and among students' own cultures.
	What do students learn in the unit about cultural borrowings?	C.1.3 Students identify cultural borrowings.	C.2.3 Students state reasons for cultural borrowings.	C.3.3 Students describe how products and practices change when cultures come in contact.	C.4.3 Students explain change in perspectives when cultures come in contact.

Structures		Stage I	Stage II	Stage III	Stage IV
What structures do students address in the unit?	Receptive use of structures	D.1.0 Students use orthography, phonology or ASL parameters to understand words, signs (ASL) and phrases in context.	D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.	D.3.0 Students use knowledge of text structure to understand topics related to the external environment.	D.4.0 Students use knowledge of extended discourse to understand abstract and academic topics.
	Productive use of structures	D.1.1 Students use orthography, phonology or ASL parameters to produce words or signs (ASL) and phrases in context.	D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.	D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.	D.4.1 Students use extended discourse (native like text structure) to produce formal communications.
	Comparisons of structures	D.1.2 Students identify similarities and differences in the orthography, phonology or ASL parameters of the languages they know.	D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.	D.3.2 Students identify similarities and differences in the paragraph level discourse (text structure) of the languages they know.	D.4.2 Students identify similarities and differences in the extended discourse (native like text structure) of the languages they know.

<i>Settings</i>		<i>Stage I</i>	<i>Stage II</i>	<i>Stage III</i>	<i>Stage IV</i>
<i>What settings do students address in the unit?</i>	<i>Type of setting</i>	E.1.0 Students use language in highly predictable common daily settings.	E.2.0 Students use language in interpersonal settings.	E.3.0 Students use language in informal and some formal settings.	E.4.0 Students use language in informal and formal settings.
	<i>Language use beyond the classroom</i>	E.1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.	E.2.1 Students participate in age appropriate cultural or language use opportunities outside the classroom.	E.3.1 Students initiate age appropriate cultural or language use opportunities outside the classroom.	E.4.1 Students sustain age appropriate cultural or language use opportunities outside the classroom.

Punjabi is listed as a Category III language, which means that it requires approximately 1 800 hours in government language schools for students to attain Stage IV proficiency.

GRADING POLICY

Since students will be grouped based on varying proficiency levels and grades, standards based grading will be followed up to Stage II and letter grades for Stage III and above. Please refer to “Grading System” section in the main section of the charter.

COURSE MATERIAL

Rishma Reader Series, Swan Publishers

Introduction to Punjabi – Grammar, Conversation and Literature , Gurinder S. Mann

Punjabi English Dictionary – Punjabi University, Patiala

Website: www.learnpunjabi.org

Punjabi typing software: Akhar

Flashcards

Games, Puzzles, and Online Media

C
D
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Appendix C

ARTICLES OF INCORPORATION

ONE & ONLY ACADEMY

**ARTICLES OF INCORPORATION
OF
ONE & ONLY ACADEMY**

FILED
Secretary of State
State of California

DEC 13 2017

I.

The name of the Corporation shall be One & Only Academy.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Harmit Singh Juneja
1998 Maine Avenue
Clovis, CA 93619

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street and mailing address of the Corporation is: 1998 Maine Avenue, Clovis, CA 93619.

Dated: December 13, 2017


Wayne Strumpfer, Incorporator

Appendix D

BYLAWS

ONE & ONLY ACADEMY

**BYLAWS
OF
ONE & ONLY ACADEMY**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is One & Only Academy.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 1998 Maine Avenue, Clovis, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the One & Only Academy ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in

any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Appoint up to three employees to have signatory authority on all payments made by the Corporation. Signatures by two of these authorized employees must accompany all payments made by the Corporation.
- e. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be two (2) seats for one (1) year, two (2) seats for two (2) years, and three (3) seats for three (3) years. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Harmit Kaur	June 30, 2019
Pat DiCicco	June 30, 2019
Shalinder Dang	June 30, 2020
Baljit S. Kandola	June 30, 2020
Dr. Amrik Singh	June 30, 2021
Sohinder Singh	June 30, 2021
Harmit S. Juneja	June 30, 2021

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise

removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6. **NOMINATIONS BY COMMITTEE.** The Board of Directors or the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the

Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by a majority of the Board of Directors. The President is also authorized to call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or

wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment,

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if

applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer or Treasurer. The Corporation, at the Board's direction, may also have a Facilitator for the Board Meetings. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Facilitator of the Board Meetings, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Facilitator of the Board Meetings.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **FACILITATOR OF THE BOARD MEETINGS.** If a Facilitator of the Board Meetings is elected, he or she shall be present at the Board of Directors' meetings and shall facilitate each meeting's agenda and business. In the absence of the Facilitator of the Board Meetings, the President shall facilitate the meeting's agenda and business.

Section 8. **PRESIDENT.** The President, also known as the Executive Director or Principal, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Facilitator of the Board Meetings, the President shall also facilitate the agenda and business at the Board of Directors' meetings.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **TREASURER.** The Treasurer or Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;

- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws



Appendix E

**CONFLICT OF INTEREST
CODE**

ONE & ONLY ACADEMY

ONE & ONLY ACADEMY

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the One & Only Academy, Inc. hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of the One & Only Academy, Inc. ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Executive Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Executive Director and/or Principal	1, 2
Business Manager/Treasurer/CFO	1, 2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1. Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Government Code section 82034, in business entities located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within Fresno County where the Corporation's school is located, which business entities operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Government Code sections 82033 and 82035, that are within two (2) miles of any of facilities utilized by the Corporation's school.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code section 82030 received by the designated employee during the reporting period from business entities or other sources located in, doing business in, known to be planning to do business in, or having done business in the previous two (2) years within Fresno County where the Corporation's school is located, which business entities or sources operate or provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or its school.

Category 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Government Code section 82034 in any business entity which, within the previous two (2) years, has contracted with or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business Fresno County where the Corporation's school is located, and is associated with the job assignment or position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Government Code section 82030 which is derived from a business entity or other source which, within the previous two (2) years, has contracted with Corporation or the school or in the future foreseeably may contract with Corporation or the school to provide facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services to Corporation or the school, of the type utilized by Corporation or the school, and (a) is located in or doing business

in Fresno County where the Corporation's school is located, and is associated with the job assignment or position of the designated employee; or (b) is associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose the information described below by completing Form 700, Schedule C, with respect to any business entity that provides facilities, goods, supplies, equipment and/or machinery, vehicles, personnel or services of a type utilized by Corporation or the school. A designated employee shall list (a) the name and address of each such business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management; (b) a description of the business activity in which each such business entity is engaged; and (c) the designated employee's position with each such business entity.

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Appendix F

**INITIAL
BOARD OF DIRECTORS**

ONE & ONLY ACADEMY

ONE & ONLY ACADEMY

INITIAL BOARD OF DIRECTORS

Mr. Harmit Singh Juneja: Mr. Juneja is a mechanical engineer and entrepreneur turned high school teacher. He graduated with a Master of Science in Mechanical Engineering from the University of Wisconsin-Madison. As an entrepreneur, he worked closely with government, industry, and academia partners to secure research grants, manage and execute projects. A strong desire to serve the community brought about a shift in Mr. Juneja's life and guided him to the realm of K-12 education. He views teaching as a powerful practice in self-awareness and a wonderful opportunity to cultivate relationships with students and encourage their love for learning. Mr. Juneja is grateful to be a part of this endeavor and looks forward to serving the community.

Dr. Amrik Singh: Dr. Singh serves as the Principal of Sacramento Valley Charter School (SVCS), and also teaches coursework in Punjabi linguistics and ethnic studies at the Sacramento State University. Skilled in research, non-profit organizations, and grant writing, Dr. Singh is a strong education professional with a Doctor of Philosophy (Ph.D.) focused in English Language and Literature/Letters from Panjab University. Dr. Singh has demonstrated a successful history of working in the higher education and K-12 sector. He possesses a deep understanding of the education and operational nuances of a charter school and brings invaluable expertise to the team.

Mr. Pat Di Cicco: Mr. Di Cicco has a family history of doing business in the Fresno area for sixty years and has personally owned and operated three restaurants and managed a team of 175 employees. He graduated from the Fresno State University with a Bachelor of Science in Marketing in 1982, and was responsible for developing new business and training sales teams for Fortune 500 companies such as Nestle. As the chair of Sister Cities International of Fresno, Mr. Di Cicco facilitated exchange programs for high school and college students between the cities of Fresno and Verona, in 2010. More recently, Mr. Di Cicco has been focusing on residential, commercial, and turn-key real estate projects. A former candidate for city council, and an active member of business associations, Mr. Di Cicco has strong ties in the Fresno community. His diverse experience and strong network strengthens our business and planning capabilities and opens avenues for community and business outreach.

Ms. Harmit Kaur: Ms. Kaur brings a unique international perspective in education and community welfare. She holds a bachelor's degree in Humanities and a master's degree in Political Science. She served as a K-12 teacher in India for five years before moving to Australia in 2008, where she received a diploma in community welfare. Since 2014, Ms. Kaur has been working as a cultural broker at the Holistic Cultural and Education Wellness Center, which provides culturally and linguistically appropriate education, training, and linkage services to un-served and

underserved individuals. Ms. Kaur's team works with women, children, and elderly clients to create cultural awareness and bonds within communities, in an effort to promote mental health and well-being. Ms. Kaur is very active in coordinating outreach efforts and looks forward to organizing community service projects involving the Charter School.

Mr. Baljit Singh Kandola: Mr. Singh is an active member in the community and has helped shape the lives of many teenagers by creating volunteering opportunities for them and organizing camps and retreats geared towards mindfulness. He graduated with a Bachelor of Science in Civil Engineering from Fresno State University and has led many design teams at Caltrans. Mr. Singh is a gifted individual with diverse talents. He is master of Sikh martial arts and has trained many students in this rare sport. He is also an expert in Punjabi grammar and loves to share his knowledge with others. Mr. Singh brings a lot of energy and enthusiasm to the team and is looking forward to being involved with the school gardens and sports programs at the Charter School.

Mr. Shalinder Dang: Mr. Dang is a successful entrepreneur with a well-established retail business in the Fresno area. He has effectively used inventory tracking tools, social media communications, and innovative product offerings to establish a well-run business for over 25 years. Mr. Dang has personally been a victim of excessive bullying, growing up in the Fresno area, and is passionate about enabling safe and nurturing educational environments for our children.

Mr. Sohinder Singh: Mr. Singh is a successful entrepreneur with a network of retail businesses in Fresno. Mr. Singh was successfully operating 21 retail locations and has recently scaled down to give more of his time to family and community projects. He has an impressive record of astute business and financial management and considers the importance of cultivating positive human relationships as a paramount factor for the success of organizations.

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Appendix G

BUDGET

Budget Narrative for One and Only Academy

One and Only Academy will develop appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key laws and accounting principles. One and Only Academy will use Generally Accepted Accounting Principles (GAAP) to recognize revenues. All revenues (State, Federal and Local) will go directly to the school.

Similarly, One and Only Academy will use GAAP to recognize and attribute expenditures to all school expenses. This level of accounting data will enable One and Only Academy to generate its financial statements. The accounting practices we anticipate implementing will permit One and Only Academy to accomplish the following:

- Recognize, track, and expend revenues generated by “unduplicated” pupils under the Local Control Funding Formula at the One and Only Academy level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

The following section is a narrative description of the budget projections provided by One and Only Academy. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and California Department of Education. Numbers are accurate as of January 2, 2018. The projections and funding rates are based on the 2017/18 schedules, as well as Department of Finance and FCMAT Calculator estimates for 2018-19 through 2021-22.

Budget Assumptions

The following assumptions were used in creating the budget:

Revenues

1. Enrollment figures are set at 175 for the 2018-19 school year, rising to 410 in Year 5.
2. ADA rate of 95% which results in an ADA of 66.25 in Year 1.
3. LCFF revenues are forecasted using FCMAT’s LCFF calculator version 18.2c released in October 2017.
4. An Unduplicated Pupil Percentage of 41.93%, aligning with the historical rate for the authorizer, Clovis Unified School District.
5. One and Only Academy is anticipating that its students with special needs will be served by Clovis Unified School District. Therefore, the budget is based on funding rates of \$500 ADA for AB602 State Funding, with additional federal funding beginning in Year 2. We have used \$600 per ADA as an encroachment fee to the Clovis Unified School District as its share of additional LCFF funding costs for serving the One and Only Academy students.

Budget Narrative for One and Only Academy

6. Lottery and Federal IDEA revenues were not included in the first year of this budget as the school is not eligible for these programs in the first year of operation.

Expenses

Salaries and Benefits

One and Only Academy will employ seven certificated teaching professionals and two full time Instructional Aides in order to deliver the highest quality education to our students.

1. One and Only Academy will offer STRS for its teachers.
2. Employer paid benefits rates for the 2018-19 year are as follows: STRS – 16.28%, OASDI – 6.20%, Medicare – 1.45%, Workers Comp – 1.6%, SUI – 5% of first \$7000 or \$350 per employee, Health Insurance– allow an average of \$7,000 per year per employee.

4000 Series Expenses – Book & Supplies

1. Textbooks, Materials, Supplies and other Curriculum based materials such as online learning and programmatic have been budgeted at \$700 per student in Year 1.
2. Food Costs - \$50,000 in Year 1.
3. Total 4000 Expenses - \$172,500 in Year 1.

5000 Series Expenses – Operating Services

We have budgeted the following for Year 1:

1. Teacher Development and Conferences - \$50,000
2. General Liability/DOO Insurance is budgeted at \$32,000
3. Facilities related expenses - \$86,220
4. Student Field Trips - \$10,000
5. Business Services - \$65,000
6. Legal Services/Audit Expense - \$20,000
7. Outside Special Education Experts - \$20,000
8. Advertising / Recruiting - \$20,000
9. Communications - \$6,250
10. Total 5000 Expenses - \$533,345

5-Year Operating Budget

Our 5-year budget exceeds the State minimum requirement of a 3-year budget projection, and demonstrates our plan to remain a strong and fiscally solvent organization. We have created an organization that is focused on the student's needs and allows us to bring forward the very best elements of a high-quality charter school, which we believe will help our students to thrive and find their voice.

One and Only Academy will continue to seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

Budget Narrative for One and Only Academy

Start-Up Budget

By law, a Start-up budget must be included with a charter petition and its budget. Since Public Charter School Grant Program funding is not guaranteed, we cannot budget for significant expenses before receiving regular state funding in the summer of 2018. Therefore, we have only budgeted \$10,000 for startup expenses, instead placing the majority of startup costs to be paid for out of regular state funding in Year 1.

Cash Flow Statement

Included in our budget projections is our 5-year Cash Flow Statement. Cash on hand is a massive challenge for charter schools. As a result of our conservative budgeting and projected expenses, One and Only Academy clearly demonstrates a sound and comprehensive cash plan, with cash on hand every single month of the five-year budget. We have projected a cash flow need for Year 1, which will be met with the use of the California School Finance Authority's Charter School Revolving Loan facility. This facility is made available for new charter schools wishing to borrow up to \$250,000 at low interest rates for up to two years. We have placed this amount in the budget. In addition, should we need it, we have secured a cash flow promise of funding from a recognized finance company. A letter providing assurance that these funds will be available is included in this submission package, even though our budget is projected to be positive every month of all five years of this budget.

Reserves

Even though charter schools are not required to have a minimum reserve, best practices dictate that we manage our funds as conservatively as possible. Our budget includes a six percent reserve for Years 1-5. The cumulative reserves by Year 5 are projected to be \$194,890, and our net fund balance including reserves will end at more than \$1.2 million by Year 5.

Financial Reporting

Local, state, county and federal financial and other reporting requirements are an important part of operating a public charter school. One and Only Academy will use CSMC for its financial reporting needs, ensuring that One and Only Academy is fully compliant with all reporting requirements.

Back Office Service Provider

One and Only Academy has selected CSMC to be its initial back office and financial service operational needs. CSMC has provided support for the One and Only Academy petition process via creating our petition's financial plan, making themselves available to attend district and county meetings and hearings (as needed), and reviewing the business aspects of our petition narrative.

Budget Narrative for One and Only Academy

CSMC, founded in 2001, is the largest provider of back office support to charter schools in both California and the nation. CSMC currently supports over 100 charter schools in California. With offices throughout California, CSMC supports charter schools that are currently authorized by local districts, County Offices of Education, and the State Board of Education.

CSMC is not a charter management organization. CSMC does not provide day-to-day operational leadership or oversight to its charter school clients. Rather CSMC is a high quality contracted service vendor, supporting charter schools seeking to outsource their school business services.

Services that CSMC provides include:

- Annual budget development, cash flow projections, and financial planning
- General ledger and booking
- Accounts payable & receivable
- Payroll, retirement reporting, and benefits administration
- Local/State/Federal reporting for compliance
- ADA tracking & reporting
- CALPADS reporting
- Charter school board financial reports
- Communicating with and reporting to authorizer on financial matters, as needed.

CSMC also provides clients with its web portal, CharterVision, a 24/7 on-demand resource that provides access to all financial records and reports of the charter school. CharterVision provides in depth information, access and transparency to charter leaders and their board.

CHARTER SCHOOL PLANNING BUDGET

School Name: One and Only Academy

Operating Years: Startup - Year 5

Time Period:

Enter Data in Yellow Boxes
Automatically Generated
Leave White Boxes Empty

COLA 2.0%

Object Code	Description	Startup	2018-19	2019-20	2020-21	2021-22	2022-23
REVENUES							
	LCFF State revenues						
	Local Control Funding Formula						
8011	LCFF State Portion		\$ 1,091,331	\$ 1,504,913	\$ 2,074,500	\$ 2,472,356	\$ 2,794,430
8012	EPA		\$ 33,250	\$ 44,650	\$ 58,900	\$ 70,300	
8019	PY Adjustments						
8098	In-Lieu of Property Tax		\$ 292,950	\$ 393,390	\$ 518,940	\$ 619,380	\$ 700,067
	LCFF State revenues		\$ 1,417,531	\$ 1,942,953	\$ 2,652,340	\$ 3,162,036	\$ 3,494,497
	Federal Revenues						
8290	ESSA (Title I) (assumes school will apply)		\$ -	\$ -	\$ -	\$ -	\$ -
8110	CDE PCS Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8190	EESA/Math & Science		\$ -	\$ -	\$ -	\$ -	\$ -
8220	Child Nutrition - Federal		\$ -	\$ -	\$ -	\$ -	\$ -
8260-8299	Other Federal Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Federal Revenues	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other State Revenue						
8321	Special Education	TBD \$ 500	\$ 83,125	\$ 111,625	\$ 147,250	\$ 175,750	\$ 194,750
8580	State Lottery	\$181		\$ 30,091	\$ 41,216	\$ 55,458	\$ 67,516
8590	SB 740 Facility Grant (see facilities tab)		\$ -	\$ -	\$ -	\$ -	\$ -
	Mandate Block Grant K-8	\$24	\$ 3,990	\$ 5,358	\$ 7,068	\$ 8,436	\$ 9,348
	Mandate Block Grant 9-12	\$42	\$ -	\$ -	\$ -	\$ -	\$ -
8590	All Other State Revenues		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Other State Revenues		\$ 87,115	\$ 147,074	\$ 195,534	\$ 239,644	\$ 271,614
	Other Local Revenue						
8600	Transfers from Sponsoring LEA	\$ -					
8660	Interest	\$ -					
8600	Fundraising		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
8600	Other Grants	\$ -					
8600	Parent Loan Program						
8979	Loan Financing (e.g. Charter School Revolving Loan)	\$ 250,000			\$ -	\$ -	\$ -
	Total, Local Revenues	\$ 250,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
	TOTAL REVENUES	\$ 250,000	\$ 1,524,646	\$ 2,110,028	\$ 2,867,874	\$ 3,421,680	\$ 3,786,111
EXPENDITURES							
	Certificated Salaries						
1100	Certificated Teacher Salaries		\$ 315,000	\$ 411,318	\$ 556,979	\$ 659,946	\$ 765,990
1120	Substitute Teacher Salaries (4% of Teacher Salaries)		\$ 12,600	\$ 16,453	\$ 22,279	\$ 28,398	\$ 30,640
1200	Certificated Pupil Support/Teacher Aide Salaries		\$ 50,000	\$ 50,780	\$ 103,144	\$ 104,753	\$ 106,388
1300	Certificated Supervisor and Administrator Salaries		\$ 120,000	\$ 121,872	\$ 123,773	\$ 125,704	\$ 127,665
1900	Other Certificated Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Certificated Salaries	\$ -	\$ 497,600	\$ 600,423	\$ 806,176	\$ 916,802	\$ 1,030,682
	Classified (non-certificated) Salaries						
2100	Non-certificated Instructional Classified Salaries		\$ 54,000	\$ 54,842	\$ 55,698	\$ 56,567	\$ 57,449
2200	Non-certificated Support Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2300	Non-certificated Supervisor and Administrator Salaries		\$ 39,500	\$ 40,116	\$ 40,742	\$ 41,378	\$ 42,023
2400	Clerical and Office Salaries		\$ -	\$ -	\$ -	\$ -	\$ -
2900	Other Non-certificated Salaries (IT support, etc.)		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Non-certificated Salaries	\$ -	\$ 93,500	\$ 94,959	\$ 96,440	\$ 97,944	\$ 99,472
	Employee Benefits						
3101-3302	STRS/PERS/OASDI/Medicare (16.28%-STRS, 18.20%-PERS)		\$ 97,719	\$ 126,710	\$ 174,806	\$ 197,175	\$ 220,407
3401-3402	Health and Welfare Benefits		\$ 84,000	\$ 98,000	\$ 144,000	\$ 160,000	\$ 187,000
3501-3502	Unemployment Insurance	3.50%	\$ 20,689	\$ 24,338	\$ 31,592	\$ 35,516	\$ 39,555
3601-3602	Workers' Compensation Insurance	4.00%	\$ 23,644	\$ 27,815	\$ 36,105	\$ 40,590	\$ 45,208
3701-3702	Other Retiree Benefits	no PERS 0.0775	\$ 7,248	\$ 7,359	\$ 7,474	\$ 7,591	\$ 7,709
3901-3902	Other Employee Benefits		\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Employee Benefits	\$ -	\$ 233,298	\$ 284,222	\$ 393,776	\$ 440,872	\$ 499,877
	Books and Supplies						
4100	Approved Textbooks and Core Curricula Materials		\$ 52,500	\$ 39,000	\$ 36,800	\$ 62,400	\$ 34,200
4200	Books and Other Reference Materials		\$ 8,750	\$ 11,750	\$ 15,500	\$ 18,500	\$ 20,500
4300	Materials and Supplies		\$ 17,500	\$ 23,500	\$ 31,000	\$ 37,000	\$ 41,000
4400	Non-capitalized Equipment (computers, printers, servers)		\$ 43,750	\$ 58,750	\$ 77,500	\$ 92,500	\$ 102,500
4700	Food		\$ 50,000	\$ 60,000	\$ 70,000	\$ 80,000	\$ 80,000
	Total, Books and Supplies	\$ -	\$ 172,500	\$ 193,000	\$ 230,600	\$ 290,400	\$ 278,200

Services and Other Operating Expenditures						
5200	Travel and Conferences	\$ 37,000	\$ 37,000	\$ 68,000	\$ 76,000	\$ 76,000
5300	Dues and Memberships	\$ 875	\$ 1,175	\$ 1,550	\$ 1,850	\$ 2,050
5400	Insurance	\$ 33,000	\$ 34,000	\$ 81,000	\$ 68,000	\$ 88,000
5500	Utilities and Housekeeping Services	\$ 65,000	\$ 65,000	\$ 65,000	\$ 75,000	\$ 75,000
5600	Rentals, Leases, Repairs, and Noncap. Improvements	\$ 148,220	\$ 167,018	\$ 238,577	\$ 281,412	\$ 288,785
5800	Professional/Consulting Services and Operating Expend.	\$ 245,000	\$ 292,000	\$ 384,000	\$ 396,000	\$ 448,000
5900	Communications (Phones, ISP, Internet)	\$ 6,250	\$ 7,800	\$ 9,350	\$ 10,900	\$ 12,450
	Total, Services/Other Operating	\$ 533,345	\$ 603,994	\$ 803,477	\$ 887,182	\$ 988,295
Capital Outlay						
6100-6170	Land and Land Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
6200	Buildings and Improvements of Buildings	\$ -	\$ -	\$ -	\$ -	\$ -
6300	Books and Media for New Libraries	\$ 5,000	\$ 5,000	\$ 3,000	\$ 3,000	\$ 3,000
6400	Equipment (computers, servers, etc. over \$5,000)	\$ 10,000	\$ 10,000	\$ 50,000	\$ 50,000	\$ 50,000
6490	Furniture	\$ 20,000	\$ 20,000	\$ 30,000	\$ 30,000	\$ 30,000
6500	Equipment Replacement	\$ -	\$ -	\$ -	\$ -	\$ -
	Total, Capital Outlay	\$ 35,000	\$ 35,000	\$ 83,000	\$ 83,000	\$ 83,000
Other Outgo						
7110-7143	Tuition to Other Schools	\$ -	\$ -	\$ -	\$ -	\$ -
7221-7223SE	Transfers of Apportionment to Other LEAs (except SPED)	\$ -	\$ -	\$ -	\$ -	\$ -
7221	Transfers of Apportionment to LEAs (Special Ed)	\$ 99,750	\$ 133,950	\$ 176,700	\$ 210,900	\$ 233,700
7221-7223AO	All Other Transfers of Apportionments to Other LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
7281	All Other Transfers	\$ -	\$ -	\$ -	\$ -	\$ -
7350	District Oversight (currently set to 1.00%)	\$ 14,175	\$ 19,430	\$ 26,523	\$ 31,620	\$ 34,945
7430	Loan Repayment	\$ -	\$ 100,000	\$ 150,000		
7438	Debt Interest	\$ -	\$ 3,000	\$ 4,000		
	Total, Other Outgo	\$ 113,925	\$ 256,380	\$ 357,223	\$ 242,520	\$ 268,645
	TOTAL EXPENDITURES	\$ 1,679,168	\$ 2,067,977	\$ 2,770,693	\$ 2,958,701	\$ 3,248,172
	Cash Reserve Requirement (@% Operating Expenses)	\$ 100,750	\$ 23,329	\$ 42,163	\$ 11,280	\$ 17,368
	Excess of Revenues over Expenditures and Reserve	\$ 250,000	\$ (255,272)	\$ 18,722	\$ 451,699	\$ 520,570
	Beginning Cash Balance (less reserves)	\$ -	\$ 250,000	\$ (5,272)	\$ 13,450	\$ 68,468
	Net Cash Balance	\$ 250,000	\$ (5,272)	\$ 13,450	\$ 68,468	\$ 520,167
	Cumulative Reserve Total	\$ 100,750	\$ 124,079	\$ 166,242	\$ 177,522	\$ 194,890
	Total Cash Balance Including Reserves	\$ 250,000	\$ 95,478	\$ 137,529	\$ 234,710	\$ 697,689

Start-Up Budget

School Name: One and Only Academy
 Operating Year: Start-up Year (I.e. Prior to School Opening)
 Time Period: January to August 2018

Enter Data in Yellow Boxes
 Automatically Generated
 Leave White Boxes Empty

Category	Startup Cost	Guidelines
Enrollment Projections by Grade Level		
Projected Enrollment K-3	135	
Projected Enrollment 4-6	40	
Projected Enrollment 7-8	0	
Projected Enrollment 9-12	0	
Total Projected Enrollment	175	
Certificated Salaries:		
Certificated Teachers FTE		
Certificated Instructional Aides		
Certificated Administrations and Management		
Total Certificated Staffing Startup	\$ -	
Classified Salaries		
Director	\$ -	2-6 months Admin Salary
Admin Support		2-6 months Admin support
Sub-total	\$ -	
Benefits		
STRS/PERS/OASDI/Medicare (16.5% salaries)	\$ -	
Health and Welfare Benefits	\$ -	
Unemployment Insurance	\$ -	1% of total salaries
Workers' Compensation Insurance	\$ -	6% of total salaries
Retiree Benefits	\$ -	
Other Employee Benefits	\$ -	
Sub-total	\$ -	
Facilities		
Lease Deposit, prepaid rent & rent	\$ -	Contingent on lease plus 2-3 months occupancy
Site preparation, Tenant Improvement	\$ -	Contingent on lease, may be incorporated into lease.
Interior Decorating		Contingent on lease, may be incorporated into lease.
Network Wiring		Contingent on lease, may be incorporated into lease.
Power & ventilation for Computer Server		Contingent on lease, may be incorporated into lease.
Sub-total	\$ -	
Initial Staff Development		
Staff Orientation		Contingent on grades and classes, 5-10 teacher days per class grade @ \$150
Instructional Consultation	\$ -	
Sub-total	\$ -	
Furniture, Fixtures & Equipment		
Student Work Stations, Desks & Tables		Single Student Desk/Chair: \$100 each Multistudent Tables \$125 each
Students Chairs		Individual Chairs \$35 each
Staff Workstations, Desks & Chairs		Teacher/Staff Workstation & Chair \$400 each
Book shelves		One - Two per certificated teacher Mgmt/classified staff @ \$100
File Cabinets		One per certificated teacher & classified staff \$350 each
Fire Proof Storage Student Records & MIS Backup		One \$1000
Bulletin Boards, Dry Erase Boards		One - Two per certificated teacher \$150 each
Storage Cabinets		As needed \$75-\$100 each
Sub-total	\$ -	
Instructional Materials & Equipment		
Textbook(s) & Curriculum	\$ -	\$200-300 per student (If not already allocated in the Planning Budget)
Teacher/Students Computer(s)		One per every 5-20 students, one per teacher \$500-1,000 each (PC)
Classroom Printer(s)		One per classroom \$150-\$350 each
Classroom Software License(s)		As needed: \$50-\$150 per computer
Classroom Fax Machine(s)	\$ -	If needed
Television(s)	\$ -	If needed
VCR(s)/DVD(s)	\$ -	If needed
Overhead Projector(s)	\$ -	If needed, \$150-\$300 each
Video Display Projection System(s)		One per classroom \$500-\$1500 each
Projection Screen(s)		One for each classroom @ \$150
Public Address System	\$ -	If needed \$750-1500
Sub-total	\$ -	

Office Equipment & Supplies			
First Aid Kit(s)			One per classroom and office \$25-\$50 each
Copier Lease or Purchase?	\$	-	If leasing, likely to be covered in 5000 Series Breakdown
Initial Office Supplies & Equipment			Amount needed to start school year \$1,000-\$3000
Fire Extinguishers			As required by occupancy - assume one per classroom @ \$50
Cleaning Equipment/Supplies			Amount needed to start school year \$500-1,000
Telephone System			\$750-\$1,500 if purchasing up front, or may be leased and covered in 5000 Series Breakdown
Admin Computer(s)			One per admin staff \$500-\$1200 (PC)
Admin Printer(s)			One public & one secure printer @ \$350-500 (Copier may also serve as printer)
Admin Software License(s)			As needed per computer (likely \$100-\$300 each)
Admin Fax Machine(s)	\$	-	\$350 if needed. (Copier may also serve as fax machine)
Tool Kit			One for the school @ \$150-\$350
Misc			Estimate \$1,000-\$5000)
Sub-total	\$	-	
Professional Services & Consultants			
Legal	\$	5,000	Assumes contracts @ \$2500-\$7500 (If needed)
Testing, Accountability & Assessment			Assumes contracts @ \$2500-\$7500 (If needed)
Finance & Operations	\$	5,000	Assumes contracts @ \$2500-\$7500 (If needed)
Special Education			Assumes contracts @ \$2500-\$7500 (If needed)
Technology			Assumes contracts @ \$2500-\$7500 (If needed)
Sub-total	\$	10,000	
TOTAL	\$	10,000	

School Assumptions Worksheet

School Name: One and Only Academy

Enter Data in Yellow Boxes
Automatically Generated
Leave White Boxes Empty

General School Information

Is this budget for a new charter school (in first year of operations)?	Yes
Do you plan on offering staff CalSTRS?	Yes
If not, STRS, please estimate the % of Employer Matching Contribution Rate for Retirement	5.00%
Do you plan on offering staff CalPERS?	No
If not PERS, please estimate the % of salary for Employer Matching Contribution Rate for Retirement	7.75%
Please estimate your District's Oversight Fee (generally 1-3%):	1.00%
Do you plan on applying for Title I funding?	Yes
8324	8324
41.93%	41.93%

http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimates.pdf
<http://www.cde.ca.gov/ds/sd/sd/files/sp.asp>

New School's District base funding rate
New School's District Unduplicated FRL/EL/Foster Youth Rate

Enrollment

Enter Target ADA %:

95.00%
0.00%
0.00%
41.93%
\$ 800.00

Estimate % of Unduplicated

District/Authorizer Encroachment Rate:

YEAR ONE				
	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster/FRL #
Grades TK-3	135	128.25	18	41
Grades 4-6	40	38.00	5	12
Grades 7-8		0.00	0	0
Grades 9-12		0.00	0	0
TOTAL	175	166.25	21	53

Pupil:Teacher Ratio
25.00

YEAR TWO				
	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster/FRL #
Grades TK-3	170	161.50	20	51
Grades 4-6	85	81.75	8	20
Grades 7-8		0.00	0	0
Grades 9-12		0.00	0	0
TOTAL	235	223.25	28	71

Pupil:Teacher Ratio
26.11

YEAR THREE				
	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster/FRL #
Grades TK-3	210	198.50	25	63
Grades 4-6	80	76.00	10	24
Grades 7-8	20	19.00	2	6
Grades 9-12		0.00	0	0
TOTAL	310	294.50	37	93

Pupil:Teacher Ratio
25.93

YEAR FOUR				
	Enrollment	ADA #	Unduplicated EL	Unduplicated Foster/FRL #

Pupil:Teacher Ratio

8000	% from Source
State Portion	80%
Local District	20%
TOTAL	100%

LCFF Calculator Universal Assumptions

One and Only Academy - One and Only

Summary of Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:									
Base Grant	-	-	-	-	-	1,225,785	1,685,980	2,287,125	2,734,528
Grade Span Adjustment	-	-	-	-	-	97,983	126,293	159,999	182,856
Supplemental Grant	-	-	-	-	-	111,011	151,977	205,216	244,652
Concentration Grant	-	-	-	-	-	-	-	-	-
Add-ons	-	-	-	-	-	-	-	-	-
Total Target	-	-	-	-	-	1,434,779	1,964,250	2,652,340	3,162,036

Transition Components:

Target	\$	-	\$	-	\$	1,434,779	1,964,250	2,652,340	3,162,036
Funded Based on Target Formula (based on prior year P-2 certification)		-	-	-	-	FALSE	FALSE	FALSE	TRUE
Floor		-	-	-	-	1,383,870	1,903,541	2,563,045	3,165,697
Remaining Need after Gap (informational only)		-	-	-	-	17,248	21,297	-	-
Current Year Gap Funding		-	-	-	-	33,661	39,412	89,295	-
Miscellaneous Adjustments		-	-	-	-	-	-	-	-
Economic Recovery Target		-	-	-	-	-	-	-	-
Additional State Aid		-	-	-	-	-	-	-	-
Total Phase-In Entitlement	\$	-	\$	-	\$	1,417,531	1,942,953	2,652,340	3,162,036

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$	-	\$	-	\$	-	1,091,331	1,504,913	2,074,500	2,472,356
8011 - Fair Share	-	-	-	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	-	-	-	-	33,250	44,650	58,900	70,300
Local Revenue Sources:										
8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	-	-	-	-	292,950	393,390	518,940	619,380
Property Taxes net of in-lieu	-	-	-	-	-	-	-	-	-	-
TOTAL FUNDING	\$	-	\$	-	\$	-	1,417,531	1,942,953	2,652,340	3,162,036

Basic Aid Status		\$	-	\$	-	\$	-	\$	-	\$
Less: Excess Taxes	\$	-	\$	-	\$	-	\$	-	\$	-
Less: EPA in Excess to LCFF Funding	\$	-	\$	-	\$	-	\$	-	\$	-
Total Phase-In Entitlement	\$	-	\$	-	\$	-	1,417,531	1,942,953	2,652,340	3,162,036
8012 - EPA Receipts (for budget & cashflow)	\$	-	\$	-	\$	-	33,250	44,650	58,900	70,300

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population									
Agency Unduplicated Pupil Count	-	-	-	-	-	73.38	98.54	129.98	155.14
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-
Total Unduplicated pupil Count	-	-	-	-	-	73.38	98.54	129.98	155.14
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	41.9300%	41.9300%	41.9300%	41.9300%

FUNDED ADA

Adjusted Base Grant ADA

	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Adjusted Base Grant ADA	-	-	-	-	-	-	-	-	-

Necessary Small School ADA

	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	-	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-	-
Total Actual ADA	-	-	-	-	-	-	-	-	-
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-	-

LCAP Percentage to Increase or Improve Services

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Estimated Total LCFF Funding	\$	\$	\$	\$	\$	\$	\$	\$	\$
Estimated Base Grant	N/A	\$	\$	\$	\$	\$	\$	\$	\$
Estimated Total of Supplemental and Concentration Grants	N/A	\$	\$	\$	\$	\$	\$	\$	\$
Proportional Increase or Improvement in Services	N/A	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	\$	\$	\$	\$	\$	\$	\$	\$
Current year Percentage to Increase or Improve Services		0.00%	0.00%	0.00%	0.00%	5.46%	8.49%	8.39%	8.39%

Enter Data in Yellow Boxes
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Please Leave Gray Boxes Empty

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5000 Series Breakdown Services and Other Operating Expense

This is an **optional** worksheet created to assist you in thinking about some of the specific expenses in each sub-category of the 5000 series. Please feel free to not enter expenses in some line items and to add additional line items for expenses specific to your school.

Line Item	Year 1	Year 2	Year 3	Year 4	Year 5
Travel and Conferences					
Teacher Conference Fees	\$ 20,000	\$ 20,000	\$ 25,000	\$ 25,000	\$ 25,000
Teacher Travel	\$ 10,000	\$ 10,000	\$ 15,000	\$ 25,000	\$ 25,000
Administration Conference Fees	\$ 6,000	\$ 6,000	\$ 25,000	\$ 25,000	\$ 25,000
Administration Travel	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
TOTAL 5200	\$ 37,000	\$ 37,000	\$ 66,000	\$ 76,000	\$ 76,000
Dues and Membership					
California Charter Schools Assoc Membership	\$ 875	\$ 1,175	\$ 1,550	\$ 1,850	\$ 2,050
Other Membership Dues	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5300	\$ 875	\$ 1,175	\$ 1,550	\$ 1,850	\$ 2,050
Insurance					
General Liability Insurance (Including D & O)	\$ 32,000	\$ 32,000	\$ 57,000	\$ 61,000	\$ 82,000
Other Insurance	\$ 1,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000
TOTAL 5400	\$ 33,000	\$ 34,000	\$ 61,000	\$ 66,000	\$ 88,000
Utilities and Housekeeping					
Power/Electricity	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Water	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Sewer Hookup	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Trash/Recycling	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Custodial Service	\$ 20,000	\$ 20,000	\$ 20,000	\$ 30,000	\$ 30,000
TOTAL 5500	\$ 65,000	\$ 65,000	\$ 65,000	\$ 75,000	\$ 75,000
Rentals, Leases, Repairs					
Facility Lease	\$ 86,220	\$ 107,019	\$ 151,577	\$ 176,412	\$ 203,795
Facility Repairs	\$ 10,000	\$ 10,000	\$ 35,000	\$ 35,000	\$ 35,000
Copier Lease & Repair Contract	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
Phone System	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Other Leases/Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 5600	\$ 146,220	\$ 167,019	\$ 236,577	\$ 261,412	\$ 288,795
Professional/Consulting Services					
Third Party Certification (e.g. WASC)	\$ -	\$ -	\$ -	\$ -	\$ 7,000
Advertising	\$ 20,000	\$ 20,000	\$ 30,000	\$ 30,000	\$ 40,000
Legal Expenses	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Transportation	\$ 40,000	\$ 55,000	\$ 70,000	\$ 85,000	\$ 100,000
Business Services					
Student Information System	\$ 65,000	\$ 68,000	\$ 70,000	\$ 72,000	\$ 75,000
IT/Website Development	\$ 10,000	\$ 10,000	\$ 20,000	\$ 25,000	\$ 30,000
Workshops/Stipends for Teacher Development	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Dress Code Assistance	\$ 50,000	\$ 50,000	\$ 75,000	\$ 75,000	\$ 75,000
Student Field Trips	\$ 10,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Athletics Fees/Use Contracts	\$ -	\$ -	\$ -	\$ -	\$ -
Audit	\$ -	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
SPED Services - Psych, Speech	\$ 20,000	\$ 20,000	\$ 30,000	\$ 40,000	\$ 50,000
TOTAL 5800	\$ 245,000	\$ 292,000	\$ 364,000	\$ 396,000	\$ 446,000
Communications					
Postage & Postage Meter Rental	\$ 2,500	\$ 3,000	\$ 3,500	\$ 4,000	\$ 4,500
Landline Phone Service and Long Distance	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
Cell Phone Service	\$ 250	\$ 300	\$ 350	\$ 400	\$ 450
Website Hosting	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
Internet Service Provider	\$ 1,500	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
TOTAL 5900	\$ 6,250	\$ 7,800	\$ 9,350	\$ 10,900	\$ 12,450
Totals 5000s	\$ 533,345	\$ 603,994	\$ 803,477	\$ 887,182	\$ 988,295

Charter School Facilities Worksheet

The facilities needs of each charter school are unique and very widely based on the mission of the school and the students that the school serves. However, many charter developers and operators have asked for some rules of thumb as they begin their search. This template will provide general guidelines on size of building and what you may be able to afford to pay in rent or in mortgage payments.

Before you begin the facilities search, the Association recommends you speak with experts in your area. NCB Capital Impact has also created a helpful guide on charter school facilities entitled *The Answer Key*.

[Click here to download a copy of The Answer Key](#)

Lease Payments

Determine How Much Space You Need and Anticipated Lease Payments

Contact Local Brokers to Get an Estimate on Commercial Prices in Your Target Neighborhood
\$ 0.75 \$ Sq Ft per month

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (From Assumptions Tab)					
Grades K-3	135	170	210	240	240
Grades 4-6	40	65	80	90	120
Grades 7-8	-	-	20	40	50
Grades 9-12	-	-	-	-	-
Total	175	235	310	370	410

Classroom Count (based on Student/Teacher ratio entered on Assumptions tab)

Grades K-3	5	7	8	9	9
Grades 4-6	2	2	3	3	5
Grades 7-8	-	-	1	2	2
Grades 9-12	-	-	-	-	-
Total	7	9	12	14	16

	Recommended Sq Ft per Class
Grades K-3	1,000
Grades 4-6	750
Grades 7-8	750
Grades 9-12	850

Building Square Footage

Classroom Square Footage	6,900	6,378	11,032	12,770	14,341
Circulation and Support Areas	1,980	2,513	3,310	3,831	4,302
Specialty Rooms	1,000	1,000	2,500	3,000	4,000
Total Square Footage Needed	9,880	11,891	16,842	19,601	22,644

Circulation and Support

Cost Estimates

Cost Per Year	86,220	107,019	151,577	176,412	203,795
Monthly Lease Amount	7,185	8,918	12,631	14,701	16,983
Cost Per Student Per Year \$	493	455	489	477	497
% of Budget on Facilities	6%	5%	5%	5%	5%

SB740 Facilities Funding

Determine your school's eligibility for SB740 Facilities Funding and see an estimate for the amount of this funding based on the above facilities assumptions. NOTE: This tool is intended for initial planning purposes only. You should consult a charter advisor to determine your school's actual eligibility.

In order to qualify for SB740 funding, your school must have at least 70% of students enrolled be eligible for FRL, or be physically located in an elementary school attendance area where at least 70% of students enrolled are eligible for FRL.

Eligible charter schools are funded \$750 per unit of ADA, up to 75% of its annual facilities rent and lease costs for the school

	Year 1	Year 2	Year 3	Year 4	Year 5
% FRL Population (from Assumptions) tab	30%	30%	30%	30%	30%
Does school qualify based on enrollment?	No	No	No	No	No
If not, is it located in a qualifying attendance area?	No	No	No	No	No
Estimated Lease Cost Per Year	86,220	107,019	151,577	176,412	203,795
Estimated SB740 Funding \$	-	-	-	-	-

Mortgage Payments

After two years of operations, a charter school may be able to borrow funds to acquire or renovate a facility. Please fill out the model below based on your long term strategic plan. This will provide you with a ballpark figure on what you may be able to borrow and what the total project size you could afford.

School Information

Number of Students (ADA) How many students will you have in your permanent facility?
Revenue Per ADA
Budget % to Pay for Facilities Loan Debt Association recommends between 12% and 15% for debt service
Cash Available for Down Payment \$

Loan Terms

Interest Rate (Annual) 6.00% Call lenders for current figures
Amortization (Years) 6 20 - 25 years for acquisition loans, 10 - 20 years for tenant improvements
Loan to Value 100% 80 - 90% is common for charter schools

Loan Amount

Annual Affordable Loan Payments	\$ -
Loan Amount	\$ -
Cash Needed	\$ -
TOTAL POSSIBLE PROJECT SIZE	\$ -

Enter estimated lease cost per year. Default = cost per year assumptions from above

Staff Benefits Percentages

	2018-19	2018-19
STRS	16.280%	16.280%

PERS	18.200%	18.200%
------	---------	---------

Medicare/OASDI *Rate is set by federal government; con*

Social Security *Rate is set by federal government; con*

Unemployment Insurance in your area: *of salary expense*

Workers Compensation Insurance: *of salary expense*

Other Revenue Assumptions

Title I FRL threshold	<input type="text" value="45%"/>
Title I conversion factor	<input type="text" value="0.36"/>
Title I funding level (per student)	<input type="text" value="\$ 1,200"/>

Special Education
State Lottery
SB 740 - % of eligible lease: or per ADA

2019-20	2020-21
18.130%	19.100%
19.900%	20.400%

stant each year

stant each year

Apportionment Payment Schedules

General Purpose Entitlement Block Grant - STATE Aid Portion ADVANCED APPORTIONMENT Schedule Year 1 for New Schools in 1st Year	
Jul	0.0%
Aug	0.0%
Sep	37.0%
Oct	0.0%
Nov	0.0%
Dec	18.0%
Jan	0.0%
Feb	0.0%
Mar	9.0%
Apr	9.0%
May	9.0%
Jun	9.0%
TOTAL	100.00%

General Purpose Entitlement Block Grant - STATE Aid Portion 1ST YEAR Deferral Schedule Year 1 for Existing Schools	
Jul	5.0%
Aug	5.0%
Sep	9.0%
Oct	9.0%
Nov	9.0%
Dec	9.0%
Jan	9.0%
Feb	9.0%
Mar	9.0%
Apr	9.0%
May	9.0%
Jun	9.0%
Deferred to following year	
Jul	0.0%
Aug	0.0%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
TOTAL	100.00%

General Purpose Entitlement Block Grant - STATE Aid Portion PERMANENT Deferral Schedule Years 2-5 for all schools	
Jul	5.0%
Aug	5.0%
Sep	9.0%
Oct	9.0%
Nov	9.0%
Dec	9.0%
Jan	9.0%
Feb	9.0%
Mar	9.0%
Apr	9.0%
May	9.0%
Jun	9.0%
Deferred to following year	
Jul	0.0%
Aug	0.0%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
TOTAL	100.00%

General Purpose Entitlement Block Grant - LOCAL Revenue (In Lieu of Property Tax) Payment Schedule	
Jul	6.0%
Aug	12.0%
Sep	8.0%
Oct	8.0%
Nov	8.0%
Dec	8.0%
Jan	8.0%
Feb	14.0%
Mar	7.0%
Apr	7.0%
May	7.0%
Jun	7.0%
Deferred to following year	
Jul	0.0%
Aug	0.0%
Sep	0.0%
Oct	0.0%
Nov	0.0%
Dec	0.0%
Jan	0.0%
Feb	0.0%
Mar	0.0%
Apr	0.0%
May	0.0%
Jun	0.0%
TOTAL	100.00%

Appendix H

LCFF CALCULATOR

LCFF Calculator Universal Assumptions
One and Only Academy - One and Only Academy

LEA: **New LEA**
 Charter

No

2018-19 ^{b)}

Projection Title: **One and Onl**

Projection Date: **12/22/17**

Annual COLA

(prefiled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage

(prefiled as calculated by the Department of Finance, DOF)

LCFF Gap Closed Percentage - May Revise

(prefiled as calculated by the Department of Finance, DOF)

Statewide 90th percentile rate

(used in Economic Recovery Target, ERT, calculation only)

EPA Entitlement as % of statewide adjusted Revenue Limit

2012-13	2016-17	2017-18	2018-19	2019-20
0.00%	1.56%	2.15%	2.35%	
56.07679980%	43.19%	66.12%	64.92%	
54.85%	43.97%	66.12%	64.92%	
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21.5165%	24.75704809%	23.5000%	22.5000%	22.5000%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

Grades TK-3	\$	7,083	\$	7,193	\$	7,348	\$	7,521
Grades 4-6	\$	7,189	\$	7,301	\$	7,458	\$	7,633
Grades 7-8	\$	7,403	\$	7,518	\$	7,680	\$	7,860
Grades 9-12	\$	8,578	\$	8,712	\$	8,899	\$	9,108

Grade Span Adjustment

Grades TK-3	\$	737	\$	748	\$	764	\$	782
Grades 9-12	\$	223	\$	227	\$	231	\$	237

Maximum Supplemental Grant (100% UPC)

Grades TK-3	\$	1,564	\$	1,588	\$	1,622	\$	1,661
Grades 4-6	\$	1,438	\$	1,460	\$	1,492	\$	1,527
Grades 7-8	\$	1,481	\$	1,504	\$	1,536	\$	1,572
Grades 9-12	\$	1,760	\$	1,788	\$	1,826	\$	1,869

Concentration Grant (>55% population)

Grades TK-3	\$	3,910	\$	3,971	\$	4,056	\$	4,152
Grades 4-6	\$	3,595	\$	3,651	\$	3,729	\$	3,817
Grades 7-8	\$	3,702	\$	3,759	\$	3,840	\$	3,930
Grades 9-12	\$	4,401	\$	4,470	\$	4,565	\$	4,673

NECESSARY SMALL SCHOOL SELECTION (if applicable)

NSS #1	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF

Created by:

Email:

Phone:

CALCULATE THE FLOOR RATE FOR A NEWLY OPERATIONAL CHARTER SCHOOL

12/22/17

Charter Name	One and Only Academy	
Year that charter starts operation (select from drop down list)	2018-19	IMPORTANT! Leave as "Select Year" if not developing a new Charter School calculation.

Complete the following fields with data from the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest value. *Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.*

District's CDS code **62117** Clovis Unified

Newly Operational in 2013-14, 2014-15, 2015-16, 2016-17

Enter CDE-certified CDS code on Assumptions tab and verify your certified data on the Awards tab.

Newly Operational in 2017-18

District 16-17 totals:

	Exhibit: School District LCFF Transition Calculation, 2016-17 P1	Adjustments	Adjusted School District LCFF Transition Calculation, 2015-16	
LCFF Floor	\$ -		\$ -	B-13
Gap Funding	\$ -		\$ -	C-3
Funded ADA	-		-	B-S
Floor Rate per ADA	\$ -		\$ -	

Newly Operational in 2018-19 or later

District prior year totals:

LCFF Floor (Summary tab, row 7)	\$ 321,469,745
Gap Funding (Summary tab, row 10)	\$ 17,426,654
Funded ADA (Summary tab, row 53)	40,713.00
Floor Rate per ADA	\$ 8,324.03

**Charter School Data Elements required to calculate the LC
One and Only Academy - One and Only Academy**

12/22/17

		2016-17	2017-18	2018-19	2019-20
COLA		0.00%	1.56%	2.15%	2.35%
GAP Funding rate		56.08%	43.19%	66.12%	64.92%
In-Lieu of Property Tax	F-6	-		292,950	393,390
Statewide 90th percentile rate		---	---	---	---

UNDUPPLICATED PUPIL PERCENTAGE

Charter School:		2016-17	2017-18	2018-19	2019-20
Enrollment	A-1, A-2, A-3	-		175	235
Unduplicated Pupil Count	B-1, B-2, B-3	-		73	99
		3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage		0.00%	0.00%	41.93%	41.93%
Unduplicated Pupil Percentage (%)		0.00%	0.00%	41.93%	41.93%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Automatically in the list of physical locations.

		2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Percentage (%)	D-3 / H-3	0.00%		41.93%	41.93%
Unduplicated Pupil Percentage: Supplemental Grant		0.00%	0.00%	41.93%	41.93%
Unduplicated Pupil Percentage: Concentration Grant		0.00%	0.00%	41.93%	41.93%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note Charter School ADA is always funded on C

		2016-17	2017-18	2018-19	2019-20
Grades TK-3	B-1	-		128.25	161.50
Grades 4-6	B-2	-		38.00	61.75
Grades 7-8	B-3	-			
Grades 9-12	B-4	-			
SUBTOTAL ADA		-	-	166.25	223.25
RATIO: ADA to Enrollment		-	-	0.95	0.95

OTHER LCFF TRANSITION INFORMATION

Funded Based on Target Formula	True/False	-	-	FALSE	FALSE
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One and Only Academy - One and Only Academy						v18.2c
LOCAL CONTROL FUNDING FORMULA						2016-17
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment						COLA 0.000% 0.00% 0.00% 2016-17
	3 yr average					
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	-	7,083	737	-	-	-
Grades 4-6	-	7,189		-	-	-
Grades 7-8	-	7,403		-	-	-
Grades 9-12	-	8,578	223	-	-	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	-	-	-	-	-	-
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						-
Funded Based on Target Formula <i>(based on prior year P-2 certification)</i>						-
ECONOMIC RECOVERY TARGET PAYMENT						1/2 -
CALCULATE LCFF FLOOR						
				12-13 Rate	16-17 ADA	
Current year Funded ADA times Base per ADA				-	-	-
Current year Funded ADA times Other RL per ADA				-	-	-
Necessary Small School Allowance at 12-13 rates						-
2012-13 Categoricals						-
Floor Adjustments						-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
Less Fair Share Reduction						-
Non-CDE certified New Charter: District PY rate * CY ADA						-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA				\$ -	-	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						-
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2016-17
LOCAL CONTROL FUNDING FORMULA TARGET						-
LOCAL CONTROL FUNDING FORMULA FLOOR						-
LCFF Need <i>(LCFF Target less LCFF Floor, if positive)</i>						-
Current Year Gap Funding					56.08%	-
ECONOMIC RECOVERY PAYMENT						-
Miscellaneous Adjustments						-
LCFF Entitlement before Minimum State Aid provision						-
CALCULATE STATE AID						
Transition Entitlement						-
Local Revenue (including RDA)						-
Gross State Aid						-
CALCULATE MINIMUM STATE AID						
	12-13 Rate	16-17 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	-	-				-
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In Lieu						-
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13						-
Charter Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee						-
CHARTER SCHOOL MINIMUM STATE AID OFFSET <i>(effective 2014-15)</i>						
Local Control Funding Formula Floor plus Funded Gap						-
Minimum State Aid plus Property Taxes including RDA						-
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-

One and Only Academy - One and Only Academy		v18.2c	
LOCAL CONTROL FUNDING FORMULA		2016-17	
TOTAL STATE AID		-	
Additional State Aid (Additional SA)		-	
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter)		-	
CHANGE OVER PRIOR YEAR		0.00%	-
LCFF Entitlement PER ADA		-	
PER ADA CHANGE OVER PRIOR YEAR		0.00%	-
BASIC AID STATUS (school districts only)		-	
LCFF SOURCES INCLUDING EXCESS TAXES			
		Increase	2016-17
State Aid		0.00%	-
Property Taxes net of in-lieu		0.00%	-
Charter in-Lieu Taxes		0.00%	-
LCFF pre COE, Choice, Supp		0.00%	-

One and Only Academy - One and Only Academy	v18.2c					
LOCAL CONTROL FUNDING FORMULA	2017-18					
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average		0.00%	COLA 1.560%	0.00%	2017-18
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	-	7,193	748	-	-	-
Grades 4-6	-	7,301		-	-	-
Grades 7-8	-	7,518		-	-	-
Grades 9-12	-	8,712	227	-	-	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	-	-	-	-	-	-
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						-
Funded Based on Target Formula (based on prior year P-2 certification)						-
ECONOMIC RECOVERY TARGET PAYMENT	5/8					
CALCULATE LCFF FLOOR						
				12-13 Rate	17-18 ADA	
Current year Funded ADA times Base per ADA				-	-	-
Current year Funded ADA times Other RL per ADA				-	-	-
Necessary Small School Allowance at 12-13 rates						-
2012-13 Categoricals						-
Floor Adjustments						-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
Less Fair Share Reduction						-
Non-CDE certified New Charter: District PY rate * CY ADA				-	-	-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy AD				\$ -	-	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						-
CALCULATE LCFF PHASE-IN ENTITLEMENT						
	2017-18					
LOCAL CONTROL FUNDING FORMULA TARGET						-
LOCAL CONTROL FUNDING FORMULA FLOOR						-
LCFF Need (LCFF Target less LCFF Floor, if positive)						-
Current Year Gap Funding					43.19%	-
ECONOMIC RECOVERY PAYMENT						-
Miscellaneous Adjustments						-
LCFF Entitlement before Minimum State Aid provision						-
CALCULATE STATE AID						
Transition Entitlement						-
Local Revenue (including RDA)						-
Gross State Aid						-
CALCULATE MINIMUM STATE AID						
	12-13 Rate	17-18 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	-	-				-
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In Lieu						-
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13						-
Charter Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee						-
CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)						
Local Control Funding Formula Floor plus Funded Gap						-
Minimum State Aid plus Property Taxes including RDA						-
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-

LOCAL CONTROL FUNDING FORMULA		2017-18	
TOTAL STATE AID			-
Additional State Aid (Additional SA)			-
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter S			-
CHANGE OVER PRIOR YEAR	0.00%	-	
LCFF Entitlement PER ADA			-
PER ADA CHANGE OVER PRIOR YEAR	0.00%	-	
BASIC AID STATUS (school districts only)			-
LCFF SOURCES INCLUDING EXCESS TAXES			
		Increase	2017-18
State Aid	0.00%	-	-
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	-	-
LCFF pre COE, Choice, Supp	0.00%	-	-

One and Only Academy - One and Only Academy						v18.2c
LOCAL CONTROL FUNDING FORMULA						2018-19
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment						COLA 2.150% 3 yr average 41.93% 41.93% 2018-19
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	128.25	7,348	764	680	-	1,127,609
Grades 4-6	38.00	7,458		625	-	307,170
Grades 7-8	-	7,680		644	-	-
Grades 9-12	-	8,899	231	766	-	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	166.25	1,225,785	97,983	111,011	-	1,434,779
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						1,434,779
Funded Based on Target Formula (based on prior year P-2 certification)						FALSE
ECONOMIC RECOVERY TARGET PAYMENT						3/4 -
CALCULATE LCFF FLOOR						
				12-13 Rate	18-19 ADA	
Current year Funded ADA times Base per ADA				-	-	-
Current year Funded ADA times Other RL per ADA				-	-	-
Necessary Small School Allowance at 12-13 rates						-
2012-13 Categoricals						-
Floor Adjustments						-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
Less Fair Share Reduction						-
Non-CDE certified New Charter: District PY rate * CY ADA				8,324.03	166.25	1,383,870
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy AD				\$ -	166.25	-
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						1,383,870
CALCULATE LCFF PHASE-IN ENTITLEMENT						
						2018-19
LOCAL CONTROL FUNDING FORMULA TARGET						1,434,779
LOCAL CONTROL FUNDING FORMULA FLOOR						1,383,870
LCFF Need (LCFF Target less LCFF Floor, if positive)						50,909
Current Year Gap Funding					66.12%	33,661
ECONOMIC RECOVERY PAYMENT						-
Miscellaneous Adjustments						-
LCFF Entitlement before Minimum State Aid provision						1,417,531
CALCULATE STATE AID						
Transition Entitlement						1,417,531
Local Revenue (including RDA)						(292,950)
Gross State Aid						1,124,581
CALCULATE MINIMUM STATE AID						
	12-13 Rate	18-19 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	-	166.25				-
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In Lieu						(292,950)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13						-
Charter Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee						-
CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)						
Local Control Funding Formula Floor plus Funded Gap						1,417,531
Minimum State Aid plus Property Taxes including RDA						292,950
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-

LOCAL CONTROL FUNDING FORMULA		2018-19	
TOTAL STATE AID			1,124,581
Additional State Aid (Additional SA)			-
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter)			1,417,531
CHANGE OVER PRIOR YEAR	0.00%	1,417,531	
LCFF Entitlement PER ADA			8,527
PER ADA CHANGE OVER PRIOR YEAR	0.00%	8,527	
BASIC AID STATUS (school districts only)			-
LCFF SOURCES INCLUDING EXCESS TAXES			
		Increase	2018-19
State Aid	0.00%	1,124,581	1,124,581
Property Taxes net of in-lieu	0.00%	-	-
Charter in-Lieu Taxes	0.00%	292,950	292,950
LCFF pre COE, Choice, Supp	0.00%	1,417,531	1,417,531

One and Only Academy - One and Only Academy						v18.2c
LOCAL CONTROL FUNDING FORMULA						2019-20
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment						COLA 2.350% 3 yr average 41.93% 41.93% 2019-20
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	161.50	7,521	782	696	-	1,453,385
Grades 4-6	61.75	7,633		640	-	510,864
Grades 7-8	-	7,860		659	-	-
Grades 9-12	-	9,108	237	784	-	-
Subtract NSS	-	-	-	-	-	-
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	223.25	1,685,980	126,293	151,977	-	1,964,250
Targeted Instructional Improvement Block Grant						-
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						1,964,250
Funded Based on Target Formula (based on prior year P-2 certification)						FALSE
ECONOMIC RECOVERY TARGET PAYMENT						7/8 -
CALCULATE LCFF FLOOR						
				12-13 Rate	19-20 ADA	
Current year Funded ADA times Base per ADA				-	-	-
Current year Funded ADA times Other RL per ADA				-	-	-
Necessary Small School Allowance at 12-13 rates						-
2012-13 Categoricals						-
Floor Adjustments						-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
Less Fair Share Reduction						-
Non-CDE certified New Charter: District PY rate * CY ADA				8,324.03	223.25	1,858,340
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA				\$ 202.47	223.25	45,201
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						1,903,541
CALCULATE LCFF PHASE-IN ENTITLEMENT						
LOCAL CONTROL FUNDING FORMULA TARGET						2019-20
LOCAL CONTROL FUNDING FORMULA FLOOR						1,964,250
LCFF Need (LCFF Target less LCFF Floor, if positive)						1,903,541
Current Year Gap Funding						60,709
ECONOMIC RECOVERY PAYMENT						64.92% 39,412
Miscellaneous Adjustments						-
LCFF Entitlement before Minimum State Aid provision						1,942,953
CALCULATE STATE AID						
Transition Entitlement						1,942,953
Local Revenue (including RDA)						(393,390)
Gross State Aid						1,549,563
CALCULATE MINIMUM STATE AID						
	12-13 Rate	19-20 ADA				N/A
2012-13 RL/Charter Gen BG adjusted for ADA	-	223.25				-
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In Lieu						(393,390)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13						-
Charter Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee						-
CHARTER SCHOOL MINIMUM STATE AID OFFSET (effective 2014-15)						
Local Control Funding Formula Floor plus Funded Gap						1,942,953
Minimum State Aid plus Property Taxes including RDA						393,390
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-

One and Only Academy - One and Only Academy		v18.2c	
LOCAL CONTROL FUNDING FORMULA		2019-20	
TOTAL STATE AID		1,549,563	
Additional State Aid (Additional SA)		-	
LCFF Phase-In Entitlement (before COE transfer, Choice & Charter)		1,942,953	
CHANGE OVER PRIOR YEAR		37.07%	525,422
LCFF Entitlement PER ADA		8,703	
PER ADA CHANGE OVER PRIOR YEAR		2.06%	176
BASIC AID STATUS (school districts only)		-	
LCFF SOURCES INCLUDING EXCESS TAXES			
		Increase	2019-20
State Aid		37.79%	424,982
Property Taxes net of in-lieu		0.00%	-
Charter in-Lieu Taxes		34.29%	100,440
LCFF pre COE, Choice, Supp		37.07%	525,422
			1,942,953

LCFF Calculator Universal Assumptions
One and Only Academy - One and Only

Summary of Funding

	2016-17	2017-18	2018-19	2019-20
Target Components:				
Base Grant	-	-	1,225,785	1,685,980
Grade Span Adjustment	-	-	97,983	126,293
Supplemental Grant	-	-	111,011	151,977
Concentration Grant	-	-	-	-
Add-ons	-	-	-	-
Total Target	-	-	1,434,779	1,964,250
Transition Components:				
Target	\$ -	\$ -	\$ 1,434,779	\$ 1,964,250
Funded Based on Target Formula <i>(based on prior</i>	-	-	FALSE	FALSE
Floor	-	-	1,383,870	1,903,541
<i>Remaining Need after Gap (informational only)</i>	-	-	17,248	21,297
Current Year Gap Funding	-	-	33,661	39,412
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total Phase-In Entitlement	\$ -	\$ -	\$ 1,417,531	\$ 1,942,953

Components of LCFF By Object Code

	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	\$ -	\$ -	\$ 1,091,331	\$ 1,504,913
8011 - Fair Share	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-
EPA (for LCFF Calculation purposes)	-	-	33,250	44,650
<i>Local Revenue Sources:</i>				
8021 to 8089 - Property Taxes	-	-	-	-
8096 - In-Lieu of Property Taxes	-	-	292,950	393,390
<i>Property Taxes net of in-lieu</i>	-	-	-	-
TOTAL FUNDING	\$ -	\$ -	\$ 1,417,531	\$ 1,942,953
<i>Basic Aid Status</i>	\$ -	\$ -	\$ -	\$ -
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ -	\$ -	\$ 1,417,531	\$ 1,942,953
8012 - EPA Receipts (for budget & cashflow)	\$ -	\$ -	\$ 33,250	\$ 44,650

LCFF Calculator Universal Assumptions				
One and Only Academy - One and Only				
t Population				
	2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Population				
Agency Unduplicated Pupil Count	-	-	73.38	98.54
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated pupil Count	-	-	73.38	98.54
Rolling %, Supplemental Grant	0.0000%	0.0000%	41.9300%	41.9300%
Rolling %, Concentration Grant	0.0000%	0.0000%	41.9300%	41.9300%
FUNDED ADA				
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	-	-	128.25	161.50
Grades 4-6	-	-	38.00	61.75
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Adjusted Base Grant ADA	-	-	166.25	223.25
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Necessary Small School ADA	-	-	-	-
Total Funded ADA	0.00	0.00	166.25	223.25
ACTUAL ADA (Current Year Only)				
Grades TK-3	-	-	128.25	161.50
Grades 4-6	-	-	38.00	61.75
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Actual ADA	-	-	166.25	223.25
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
or Improve Services				
	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concent \$	- \$	- \$	73,400 \$	151,977
Current year Percentage to Increase or Improve Sr	0.00%	0.00%	5.46%	8.49%

I

Appendix I

LETTER OF INTENT FOR FACILITIES

LETTER OF INTENT

THIS LETTER OF INTENT (the "Letter") made as of this 5th day of December, 2017 (the "Execution Date"),

BETWEEN:

One & Only Academy of 1998 Maine Ave, Clovis, CA 93619

(the "Lessee")

- AND -

Darbar Shri Guru Granth Sahib Ji, Inc of 2630 N Locan Ave, Fresno CA 93737

(the "Lessor").

BACKGROUND:

A. The Lessor is the owner of commercial property that is available for lease.

B. The Lessee wishes to lease commercial property from the Lessor.

This Letter will establish the basic terms to be used in a future lease agreement between the Lessor and the Lessee. The terms contained in this Letter are not comprehensive and it is expected that additional terms may be added, and existing terms may be changed or deleted. The basic terms are as follows:

Non-Binding

1. This Letter does not create a binding agreement between the Lessee and the Lessor and will not be enforceable. Only the future lease agreement, duly executed by the Lessor and the Lessee, will be enforceable. The terms and conditions of any future lease agreement will supersede any terms and conditions contained in this Letter. The Lessor and the Lessee are not prevented from entering into negotiations with other third parties with regard to the subject matter of this Letter.

Transaction Description

2. The commercial property that is the subject of this Letter (the "Property") is located at:
2630 N Locan Ave, Fresno CA 93737.
3. The legal land description for the Property is:
Darbar Shri Guru Granth Sahib Ji, Inc - A Temple, County of Fresno, State of California.

Rental Rate

4. The Lessee will pay to the Lessor the amount of \$_____ USD on the first day of each month starting on the 1st day of July, 2018.
5. The Lessee will take possession of the Property on the 1st day of June, 2018.
6. This lease will terminate on the 30th day of June, 2058.

Terms and Conditions

7. The Lessee accepts the Property in its current state and condition without any further work, repairs, treatments or improvements except the following specific work, repairs, treatments and improvements that the Lessor will complete at the Lessor's sole cost:
Darbar Shri Guru Granth Sahib Ji, Inc will lease modular classrooms and modular office spaces to One and Only Academy for the rental period of 10 years commencing July 1, 2018. The Lessee shall have 3 additional 10 year renewal options. The rent will be determined at the time of renewal and is not to exceed 5% increase for each renewal period.

The Lessee intends to use the modular classrooms for a charter school. The Lessor will make certain that the said property will be permitted for charter school use. If necessary, the Lessor will obtain any and all necessary permits to fulfil the zoning and building inspection for occupancy by the Lessee. All fees and expenses incurred for this process will be the responsibility of the Lessor. Further the Lessor will make certain that the modular classrooms are fully permitted by the city and are entirely up to the code.

The leased facility will consist of modular buildings making up seven classrooms, one modular office building including Executive Director's office, computer room, room for Office Manager, and employee break room. In addition, the Lessor will allow the Lessee to use outdoor areas for recreation, grass fields, learning gardens, lunch and P.E. In addition, the Lessee will have access to

the 3000-square foot temple for indoor meals and recreation, assembly and performances, provided the Lessor is given an advance notice of at least 5 days.


In the event, the charter petition submitted by One and Only Academy is not approved, this Letter with all its terms and conditions, will be null and void, and the Lessor will have the right to use the modular buildings for its own purpose or lease it to a third party. The Lessor will be notified in writing, within 30 days via certified USPS mail of such a decision.

Additional Terms

8. The rental rate for the lease will be \$0.75 cents a square foot and is inclusive of all common area maintenance charges.

9. All utilities for the leased space to be paid by One and Only Academy.

This Letter accurately reflects the understanding between the Lessor and the Lessee, signed on this 5th day of December, 2017.


One & Only Academy (Lessee)
Lead Petitioner: Harmit Singh Juneja

1998 Maine Ave
Clovis, CA 93619


Darbar Shri Guru Granth Sahib Ji, Inc (Lessor)

CEO: Raja Amanbir S Aulakh
4927 E Mckinley Ave
Fresno, CA 93727



Board Agenda Item

Tuesday, November 14, 2017

Agenda Item: N. - 1.

Title: Annual After-School Education and Safety (ASES) Program Report (Written)

CONTACT PERSON: Norm Anderson

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

A written report on the District's After-School Education and Safety (ASES) Program has been provided to the members of the Governing Board.

DISCUSSION:

Clovis Unified's ASES Program, funded through Proposition 49 and the CUSD Local Control Accountability Plan (LCAP), establishes local after-school education and enrichment programs. These programs are created through partnerships between schools and communities to provide literacy support, academic enrichment, and safe, constructive alternatives for students in kindergarten through ninth grade.

A copy of the 2016-17 ASES Program Evaluation Report was provided to members of the Board with their materials for the January 17, 2018, Governing Board meeting.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

ATTACHMENTS:

Description	Upload Date	Type
ASES Staff Report	1/12/2018	Backup Material

REVISIONS:

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM

2016-17

Annual Evaluation

Presented during 2017-18 school year



Mary Vang, ASES Program Supervisor

Bob Kampf, Director of Supplemental Services

Chuck Sandoval, Coordinator of Supplemental Services

Debbie Parra, Ed, D., Assistant Superintendent of Curriculum, Instruction, and Accountability



“Children Are Our Most Precious Resource”

CLOVIS UNIFIED SCHOOL DISTRICT (CUSD) ASES PROGRAM INFORMATION FOR THE 2017-18 SCHOOL YEAR

The CUSD ASES Program provides a complementary learning system; intentionally integrating out of school time with the instructional day to ensure success for all students. The after school program consists of three components: academic support, literacy and enrichment activities. The program commences immediately upon the conclusion of the regular school day, and operates a minimum of 15 hours per week until 6:00 p.m. Students in the program receive a nutritious snack provided by CUSD Campus Catering. The ASES Program is an extension of the regular school day continuing to provide a safe environment both physically and emotionally which supports building positive relationships and is of no cost to participating families. Attendance is an essential component to the program and its funding.

The ASES Grant funded by the California Department of Education (CDE) runs on a three year funding cycle. Once every three years CUSD submits a grant application to receive ASES funding called, ASES Renewal Application. The application requires a completion of 2 parts to be submitted together: Part I, the Program Plan which contains program data, demographic information and CUSD's plans on the program implementation; and Part II, the grant renewal application which contains the budget information and additional program data, is submitted in January every 3 years. The funds are designed to provide a safe after school environment classroom instruction, intervention activities and enrichment opportunities to reinforce academics for students. The ASES Renewal Grant Application was reviewed and completed and submitted to the CDE in October 2016. In March 2017, our Renewal Grant Application was reviewed and approved by CDE.

Funding for the ASES Grant is based on the percentage of Economically Disadvantaged (ED) students, and Title I status of the schools. The purpose of ASES Grant is designed for schools to provide a safe after school environment that fosters education and enrichment opportunities for students as outlined by the Certified Assurances for an After School Component which all ASES school sites has agreed to. The ASES program is discussed as an agenda item during parent advisory committee meetings; which includes, but not limited to, English Learners Advisory Committee (ELAC), School Site Council (SSC), School Advisory Committee (SAC), District Migrant Education Parent Advisory Committee (DMEPAC), Indian Education Program Parent Advisory Committee (IPAC), District Advisory Council (DAC) and District English Learners Advisory Committee (DELAC). One of the roles of the ASES Program Supervisor is to support schools in the implementation of ASES.

During the 2016-17 school year, a total of 15 schools operated an ASES program in CUSD. Seven elementary schools received the Proposition 49 ASES Grant from the CDE, six elementary schools received funding through the District Local Control Accountability Plan (LCAP), and two elementary schools received Proposition 49 funding under the jurisdiction of Fresno County Office of Education. Beginning with the 2017-18 school year, a total of 14 CUSD schools will operate an ASES program, Orazo Elementary exited their Title I School status.

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM IN

CLOVIS UNIFIED SCHOOL DISTRICT

2017-18 ASES School Sites
Clovis Elementary
**Cole Elementary
Fancher Creek Elementary
**Jefferson Elementary
**Lincoln Elementary
**Mickey Cox Elementary
Miramonte Elementary
**Mountain View Elementary
Nelson Elementary
*Pinedale Elementary
*Sierra Vista Elementary
Tarpey Elementary
Temperance Kutner Elementary
Weldon Elementary

Proposition 49 ASES State Grant

*Coordinated by Fresno County Superintendent of Schools

**Funded by District LCAP

Certified Assurances for an After School Component
To include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following core content subject areas: language arts, mathematics, history and social science, science, and computer training.
To have an educational enrichment element that may include, but is not limited to, fine arts, recreation, physical fitness, and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health promotion, general recreation, career awareness and work preparation activities, community service-learning, and other youth development activities based on students' needs and interests.
To show proof that the application has been approved by the school district and the principal of each participating school for each school site.
That the public agency or LEA partner will act as the fiscal agent.
To follow all fiscal reporting and auditing standards required by the CDE.
To establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.
That the program will maintain a pupil-to-staff member ratio of no more than 20:1.

That all staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law according to district policy.
That each partner in the application will share responsibility for the quality of the program.
To collaborate and coordinate with the regular school day program.
That the after school program will begin operation immediately upon the closure of the regular school day and operate for a minimum of 15 hours per week and until 6:00 p.m.
That a regular school day is any day that students attend and instruction takes place.
That information regarding the after school program will be available in a form and language that is easily understandable to all parents.
To plan the program through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
That if the site is not located on a school campus, it must be as accessible and available as the school site with safe transportation being provided to enrolled pupils.
Applicants shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (Commencing with Section 49430) of Chapter 9 of Part 27.
That elementary students should participate every day that the after school component operates.
That middle/junior high student attends a minimum of three days per week and nine hours, but the program must operate all five days.
To keep accurate attendance records and report actual attendance to the CDE twice per fiscal year.
To maintain an attendance level of at least 75 percent of the attendance goal as stated in the application.
To allow participation of any student of a participating school regardless of their ability to pay a fee.
To establish an early release policy for students attending the ASES after school component; however, the after school component must remain open until 6:00 p.m.
To expend no more than 15 percent of funding on administrative costs, including up to 5 percent for indirect costs, and to expend at least 85 percent of funding directly for pupils.
To provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar received in grant funds and not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
That state categorical funds for remedial education activities shall not be eligible as matching funds for after school components.
To provide a safe physical and emotional environment and opportunities for relationship-building and to promote active pupil engagement.
To supplement, but not supplant existing funding for after school programs with ASES grant funds.
To participate in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.

To provide information for the statewide independent evaluation.
To respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.
To annually provide participating pupils' regular school day and program attendance and various state and local assessments.
To use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.
Non-Discrimination, as the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including: Title VI of the Civil Rights Act of 1964 (45 USC sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (20 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.
Costs, as the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations 34 CFR Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.
Records, as the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.
Availability of Community Programs, I assure that all schools included in this application have 50 percent or more of the students eligible for free and reduced-cost meals or that the communities have been surveyed for eligible programs for schools with fewer than 50 percent of the students eligible for free and reduced-cost meals.
Applicable Law, as the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

ASES Evaluation Report Format

Each year, participating school sites are required to administer the Annual ASES Survey within their school community. ASES Annual Surveys are generated from the Department of Supplemental Services to the school site-level. The ASES School Site Coordinators administered and collect the surveys for monitor and review. The summary results of each school site are sent back to the ASES Program Supervisor in the Department of Supplemental Services who will then disaggregate and analyze all the information to generate the ASES school site and district data summary reports to share with the community and school sites. Information gathered is used to evaluate program effectiveness as well as plan for the following year. Since ASES is funded through the state, CDE and LCAP, it requires an annual evaluation and monitoring program. More information regarding categorical funds is available at <http://www.cusd.com/supplementalservices/>.

Part of the role of the ASES Program Supervisor in the Department of Supplemental Services is to gather data from students, parents, after school staff, teachers, administration, and other stakeholders through the ASES surveys. The data is then disaggregated at the district level for school site and district summary reports to share with the community.

In 2016-17 school year, each ASES school site completed an Annual Evaluation of their ASES Program. The evaluation process provides the site opportunity to evaluate, review and reflect on their program from an internal point of view collaborating with all stakeholders. The ASES Survey provides valuable information from the parents, students, ASES staff, teachers, and administrators on critical issues concerning the ASES Program. The annual evaluation addresses quality indicators of an effective ASES Program. These include but are not limited to: participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Based upon a comprehensive analysis of data, schools are asked to articulate effective components as well as any program modifications that may be projected. Schools are committed to promoting excellence and high expectations for all students, striving to ensure the use of meaningful survey data in decision-making. Survey data are shared with staff, community members, district departments, area superintendents, district superintendent, and district governing board.



CUSD ASES District-Wide Findings

During the spring of 2017, 649 ASES parent surveys, 1,008 ASES student surveys, 147 ASES staff and regular day teacher surveys, 20 site coordinators and administrators' surveys were reviewed.

97.7 % of the parents of ASES Program felt that their child enjoyed the various activities which are provided during the ASES Program.

91.6% of the parents of ASES Program felt that their child's effort in school seemed to be improving academically as a result of being in the ASES Program. While 77% of the ASES students in 3rd-6th grade and 92.6% of the ASES students in K-2nd grade believed their grades and attendance have improved by attending the ASES Program.

91.2% of the parents believed that the ASES Program had a positive impact on their child's attitude about school.

94% of the parents indicated that their child completed their homework during the ASES Program. Of the 1,008 students who took the survey, 62.5% shared that they were able to finish their homework during the ASES Program.

96.6% of ASES parents felt that their child was well supervised during the program.

When asked about school safety during the ASES Program, 95.7% of ASES Program parents believed that their school and the ASES Program is a safe place for the children, parents, and staff. 81.7% of the students felt safe while attending the ASES Program.

When asked if parents had frequent opportunities to discuss items with the ASES Staff regarding their child's needs in the ASES Program, 85.5% indicated that they had frequent opportunities for those discussions.

93.8% of the ASES parents indicated that they found their ASES Parent Orientation informative and helpful.

95.5% of the parents with students in the ASES Program agreed that their child enjoyed staying after school for the program. 75.2% of the students indicated that they would like to be in the ASES Program next school year.

92.5% of the parents with students in the ASES Program agreed that if given the opportunity, they would attend enrichment activities with their child during the ASES Program.

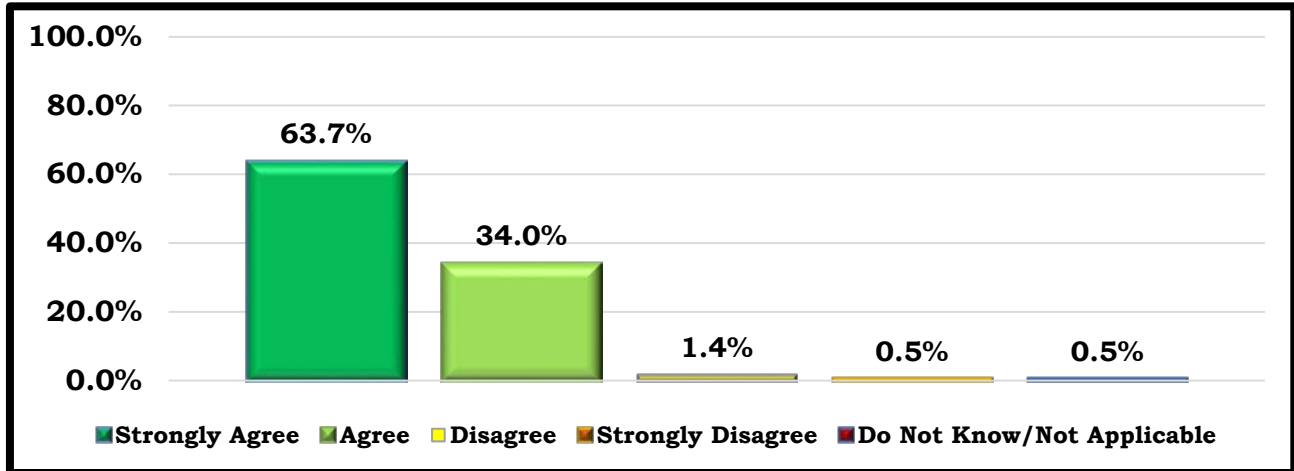
97.8% of the parents with students in the ASES Program agreed that it is important for their school to have an ASES Program.



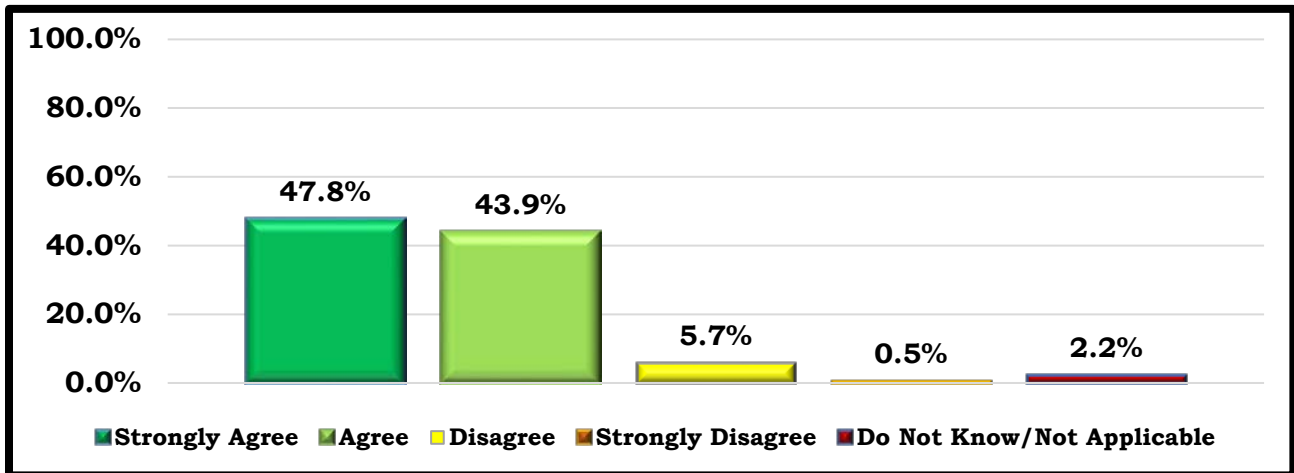
**After School Education and Safety (ASES) Program
Annual Parent Survey 2016-17 Results
DISTRICT**

Total Parents Surveyed: 651

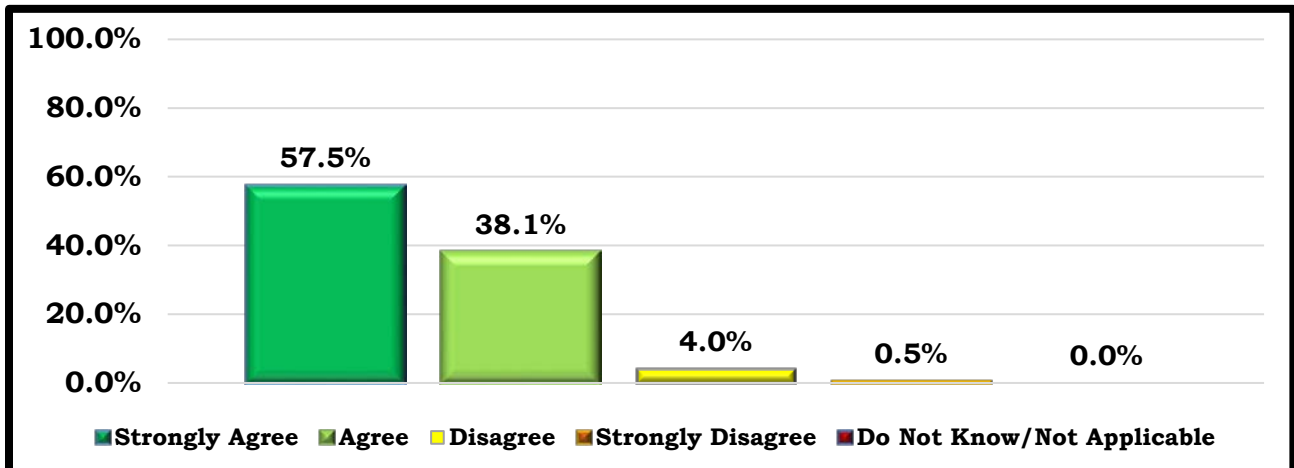
1. My child enjoys the various activities which are provided during the ASES Program.



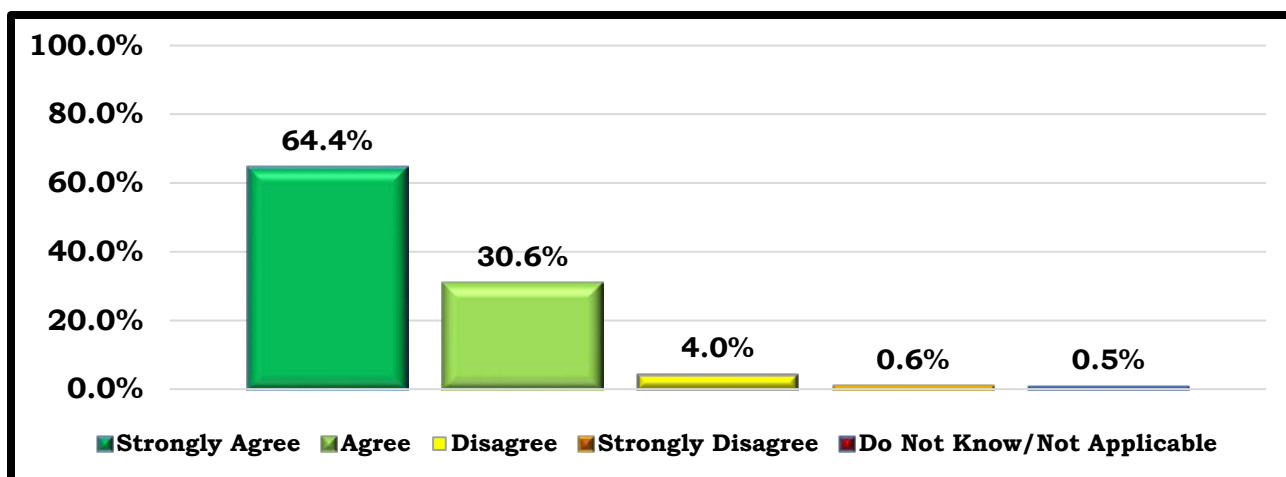
2. My child's effort in school seem to be improving academically as a result of being part of the ASES Program.



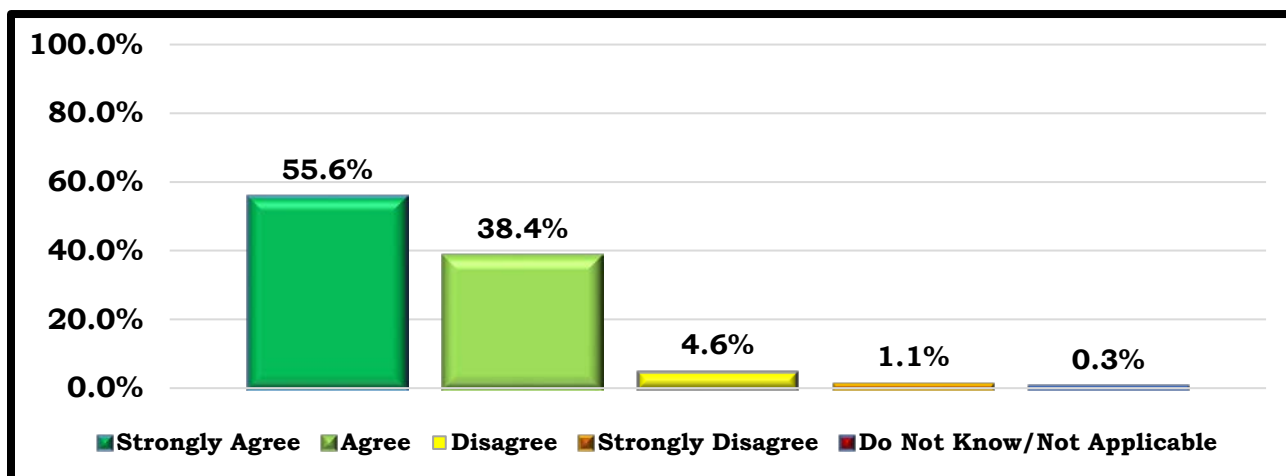
3. My child enjoys staying after school for the ASES Program.



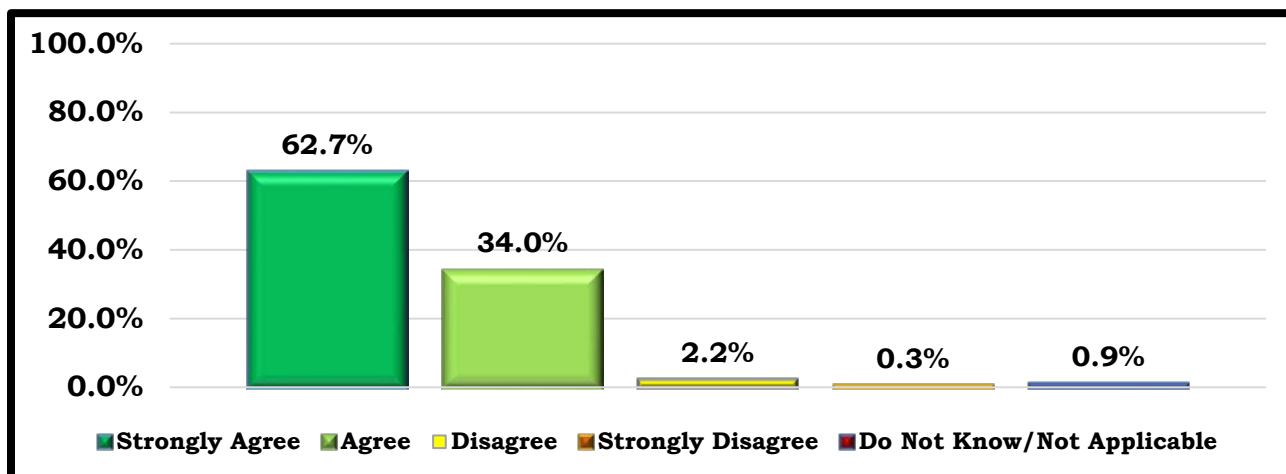
4. My child enjoys the ASES Program staff.



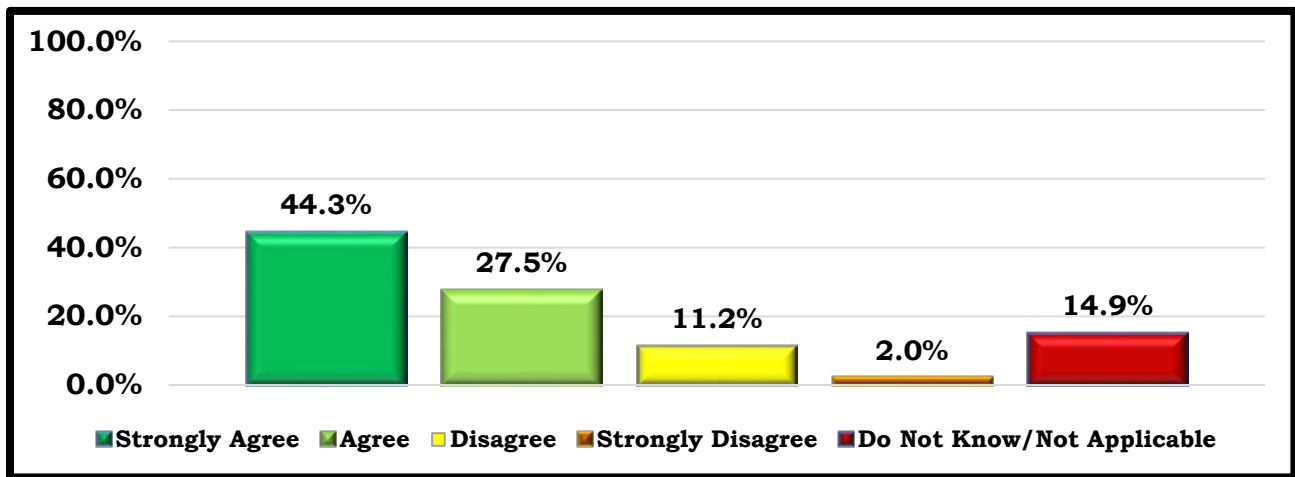
5. My child completes his/her homework during the ASES Program.



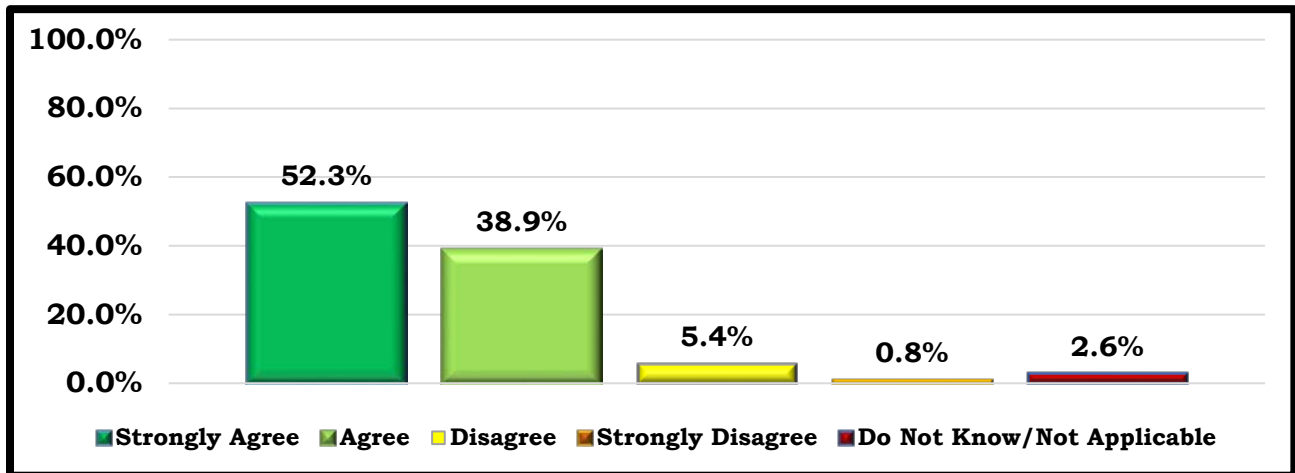
6. Do you feel your child is well supervised during the ASES Program?



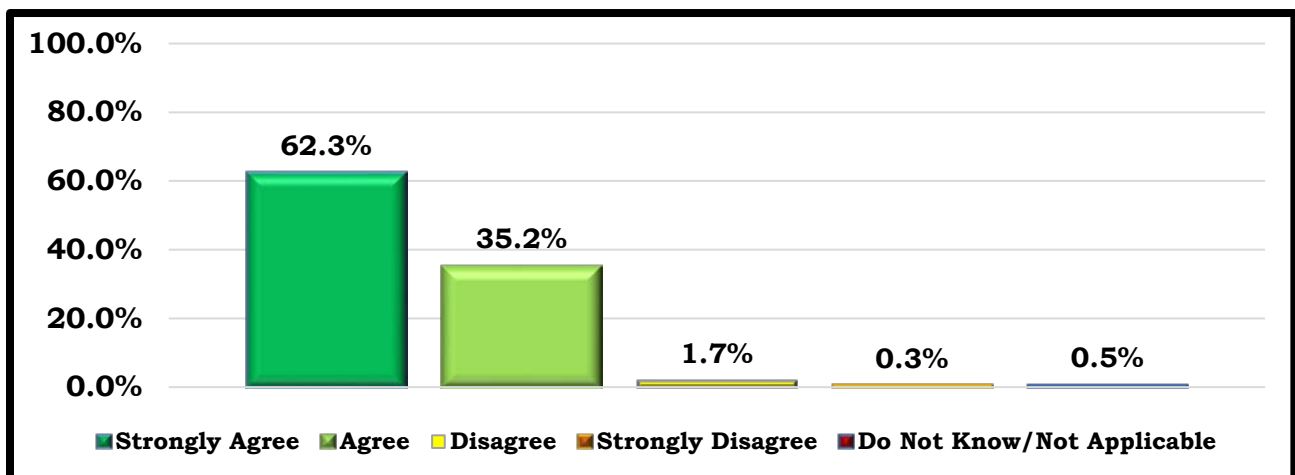
7. My child is involved in other afterschool activities.



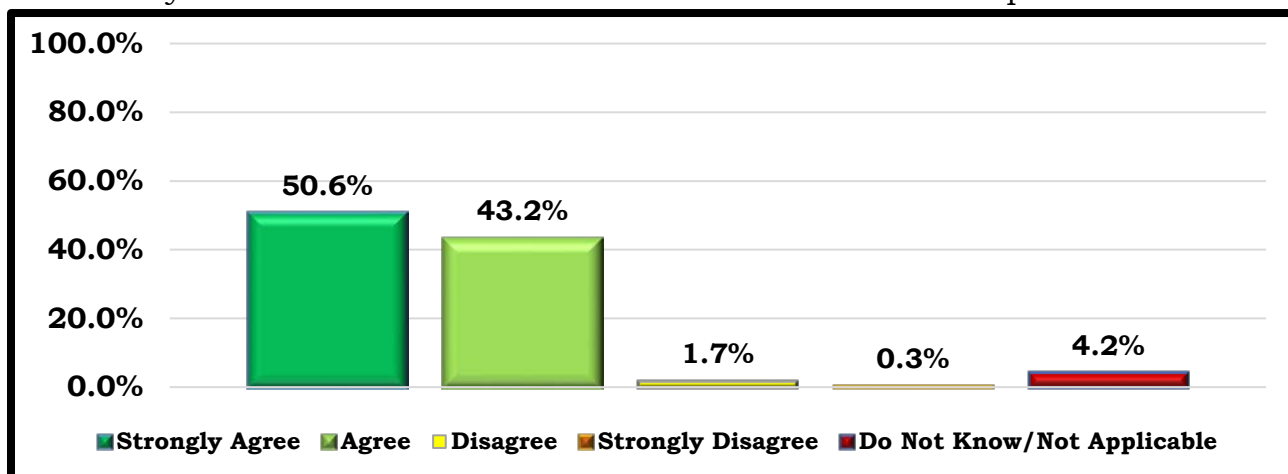
8. The ASES Program has had a positive impact on my child's attitude about school.



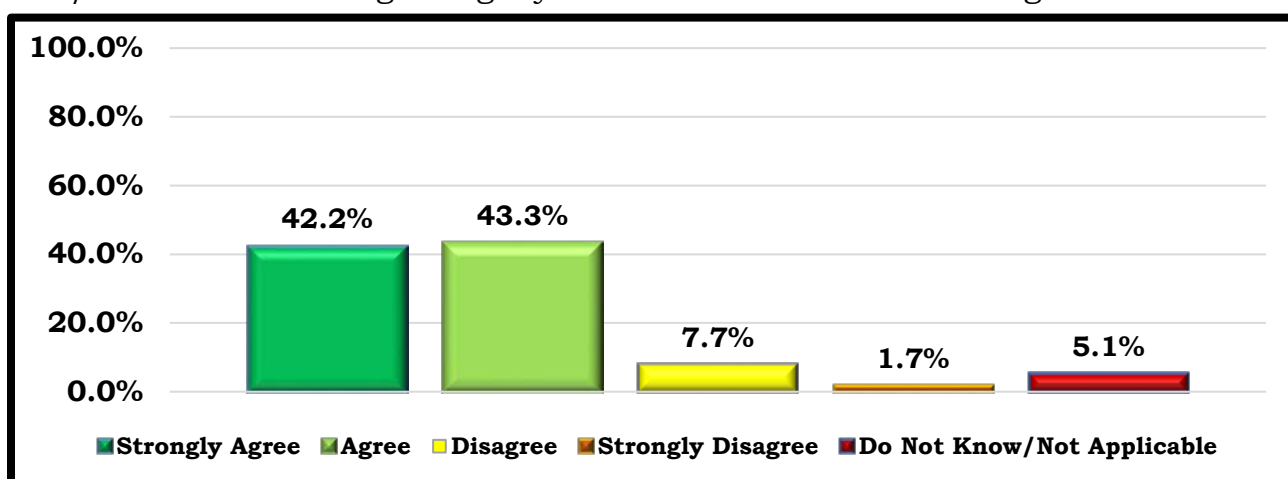
9. I understand the Early Release Policy of the ASES Program.



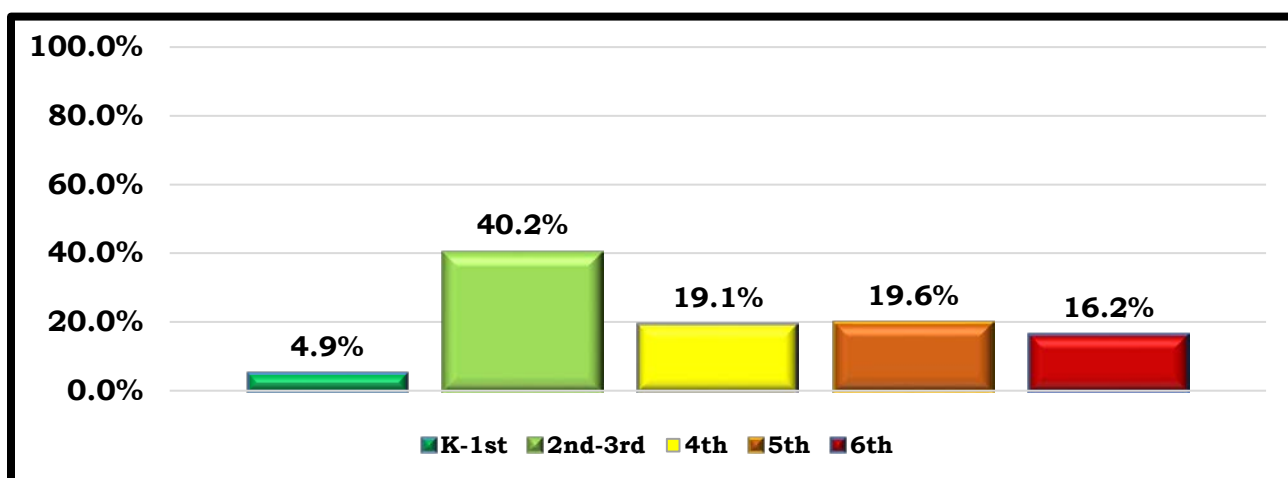
10. I found my child's ASES Parent Orientation informative and helpful.



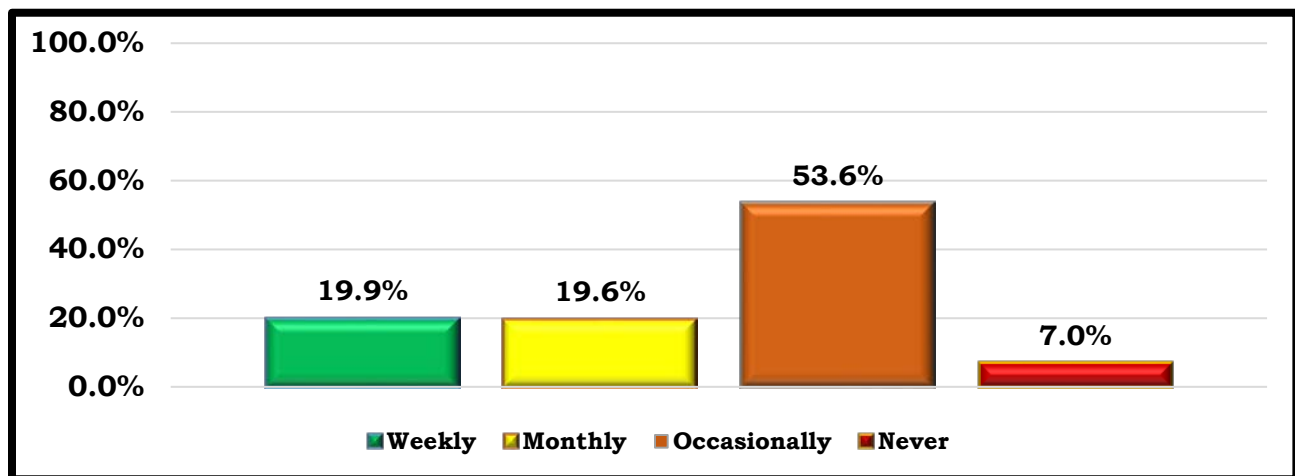
11. I have frequent opportunities to meet and discuss topics with the ASES Program staff/site coordinator regarding my child's needs in the ASES Program.



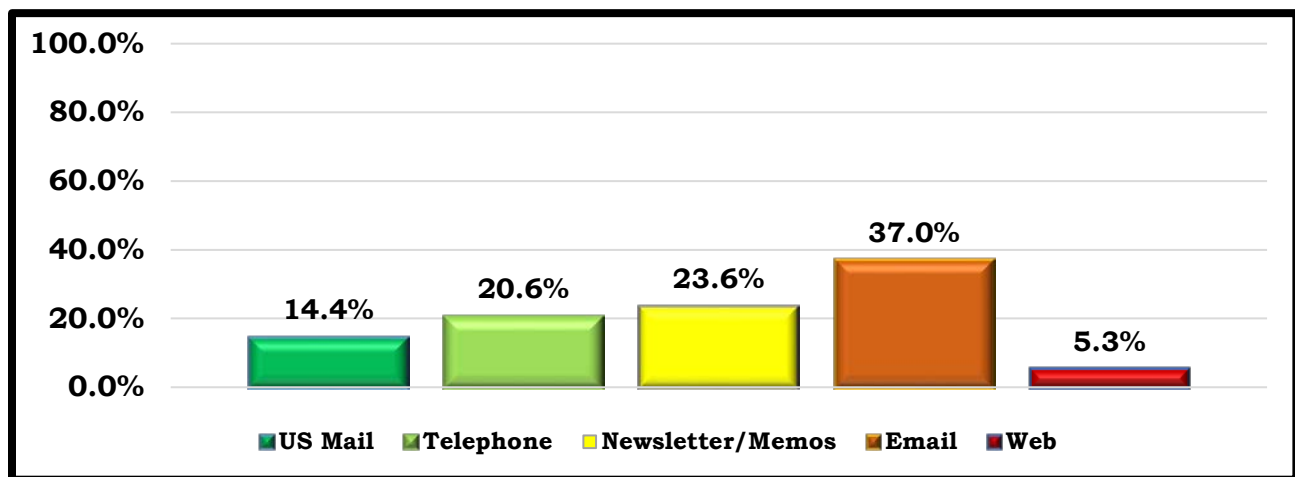
12. What is your child's present grade level?



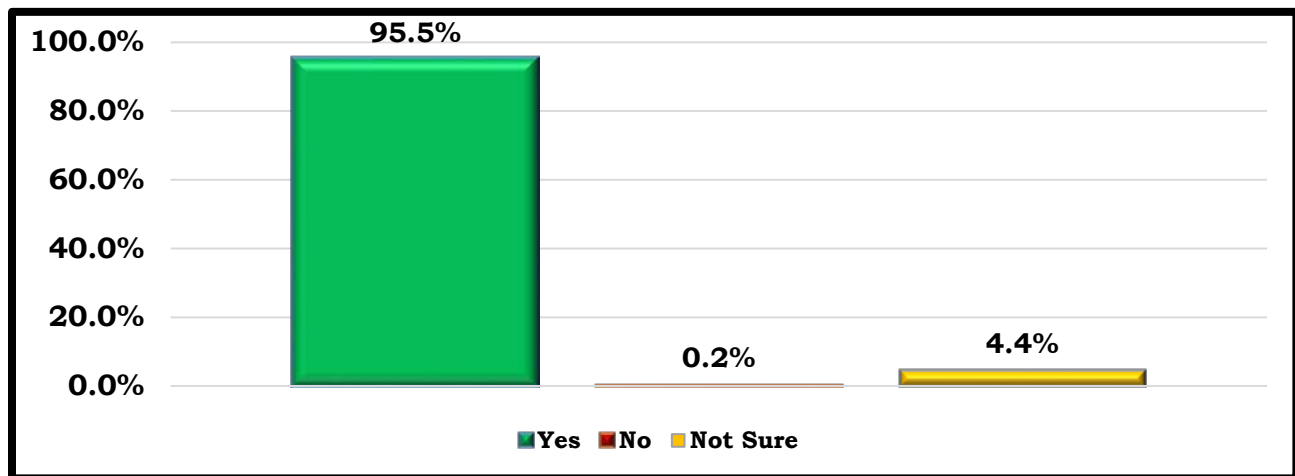
13. How often do you receive information regarding your ASES Program (notes, phone calls, and emails)?



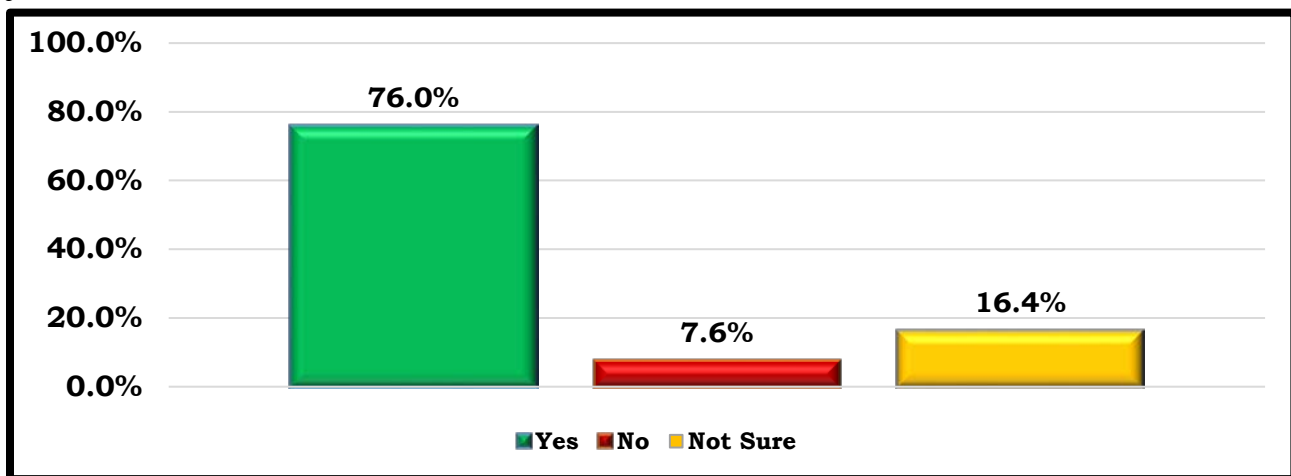
14. How would you like to receive information from your ASES Program (Mark all that apply)



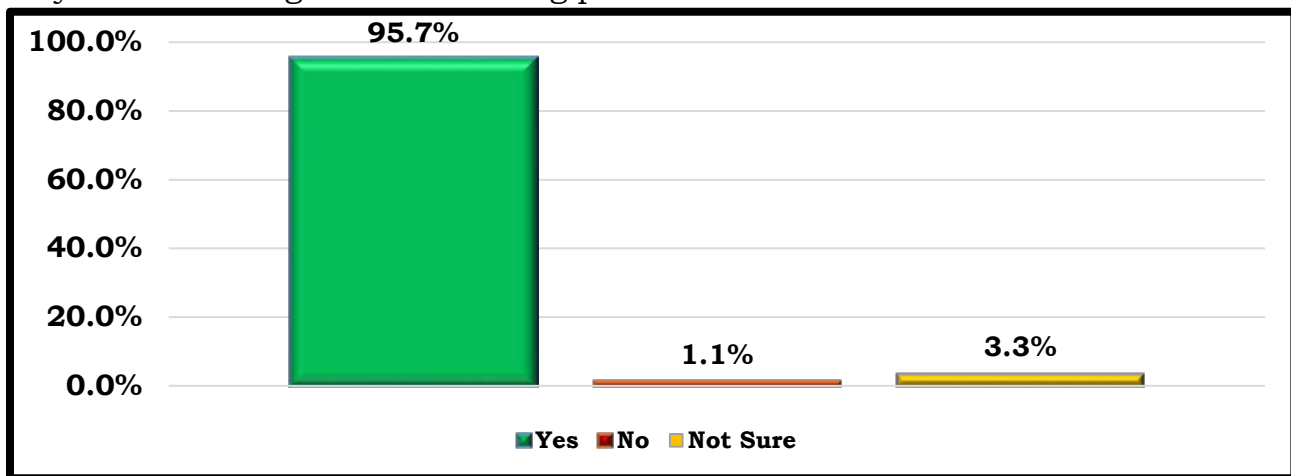
15. Do you believe your school and the ASES Program is a safe environment for students, parents, and staff?



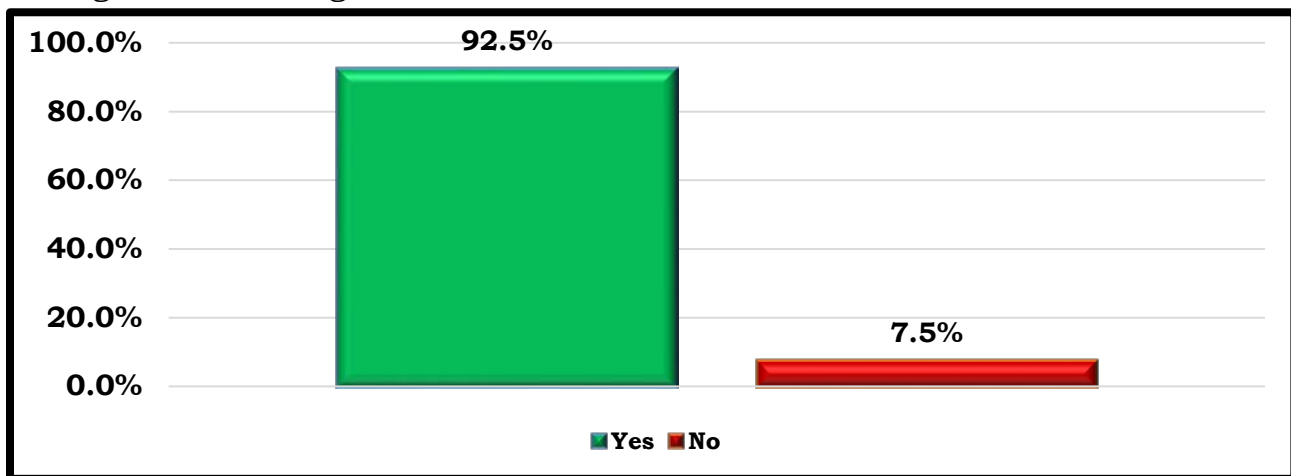
16. Does your school administration (Principal, GIS, Site Coordinator or Site Lead) invite your comments or concerns?



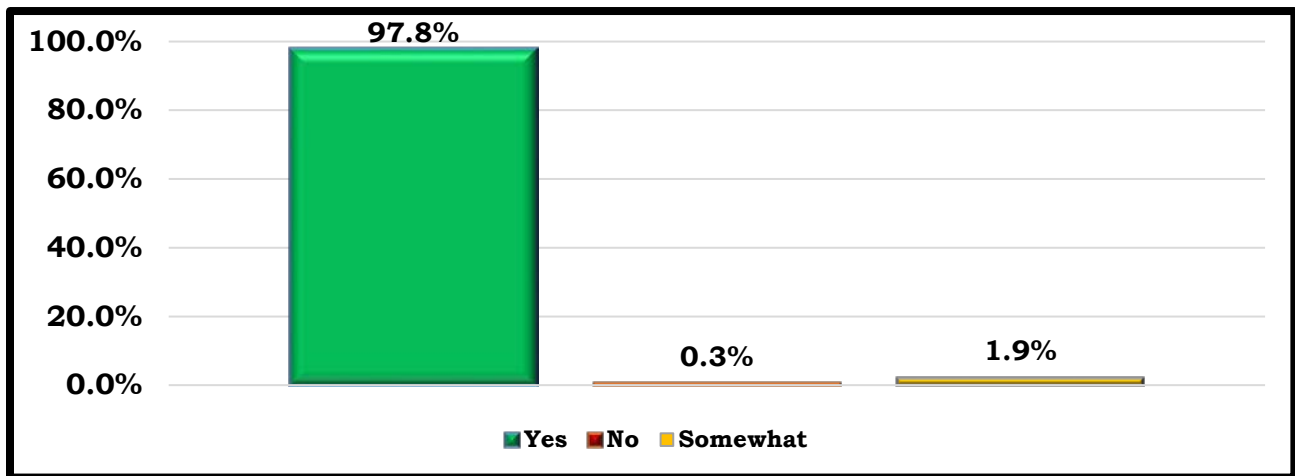
17. Is your ASES Program a welcoming place?



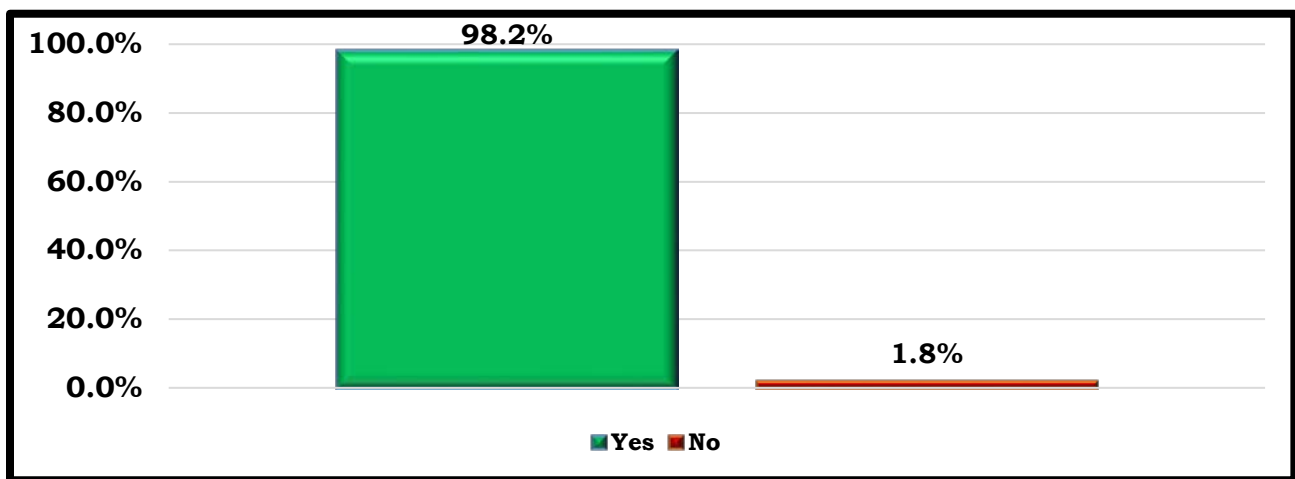
18. If given the opportunity, would you attend any enrichment activities with your child during the ASES Program?



19. Do you think it is important for your school to have an ASES Program?



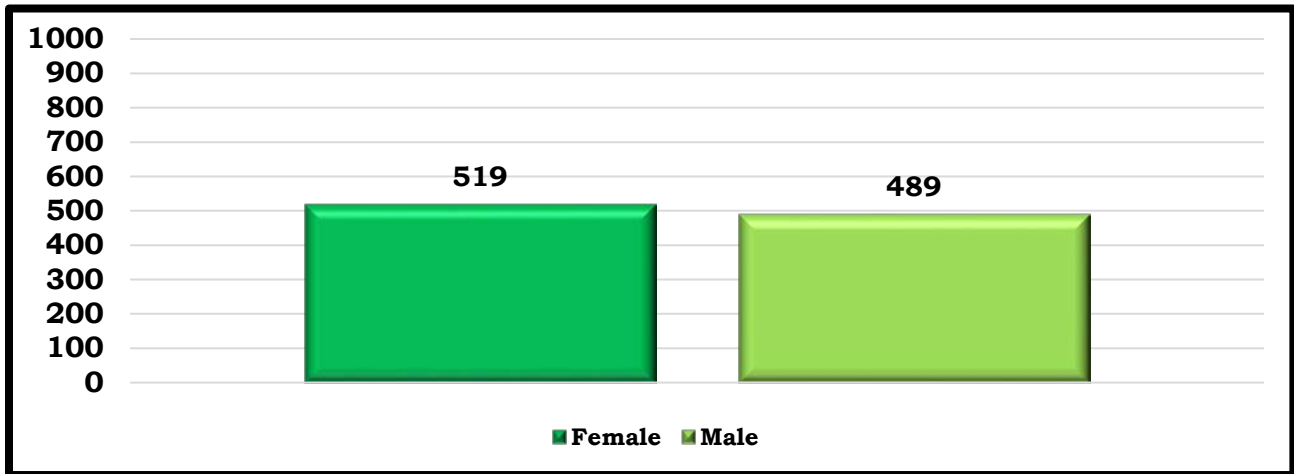
20. **(K-5 Only)** If given the opportunity, would you like your child to continue in the ASES Program for the following school year?



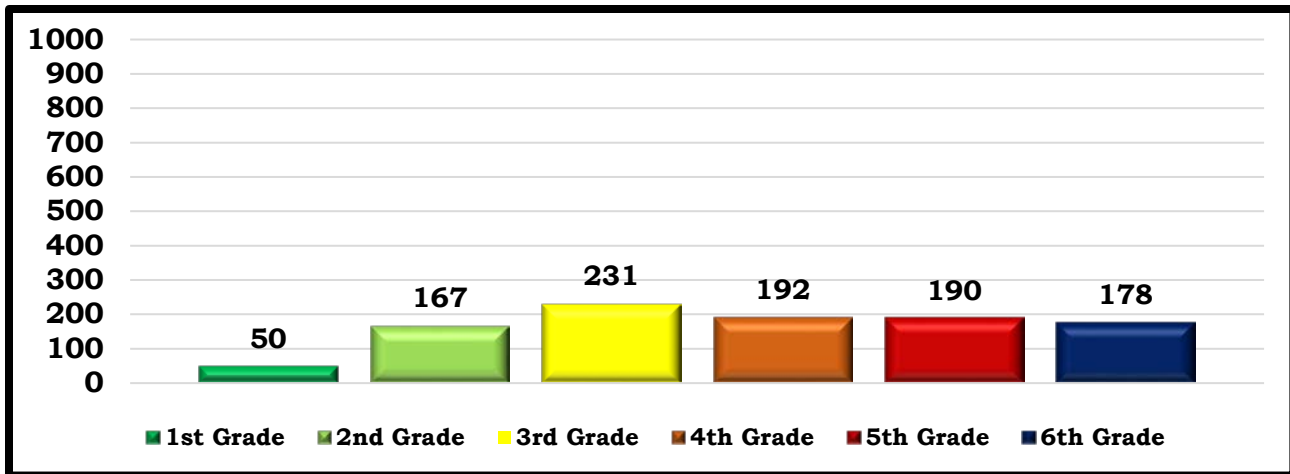
**After School Education and Safety (ASES) Program
Annual Student Survey 2016-17 Results
DISTRICT**

Total Students Surveyed: 1008

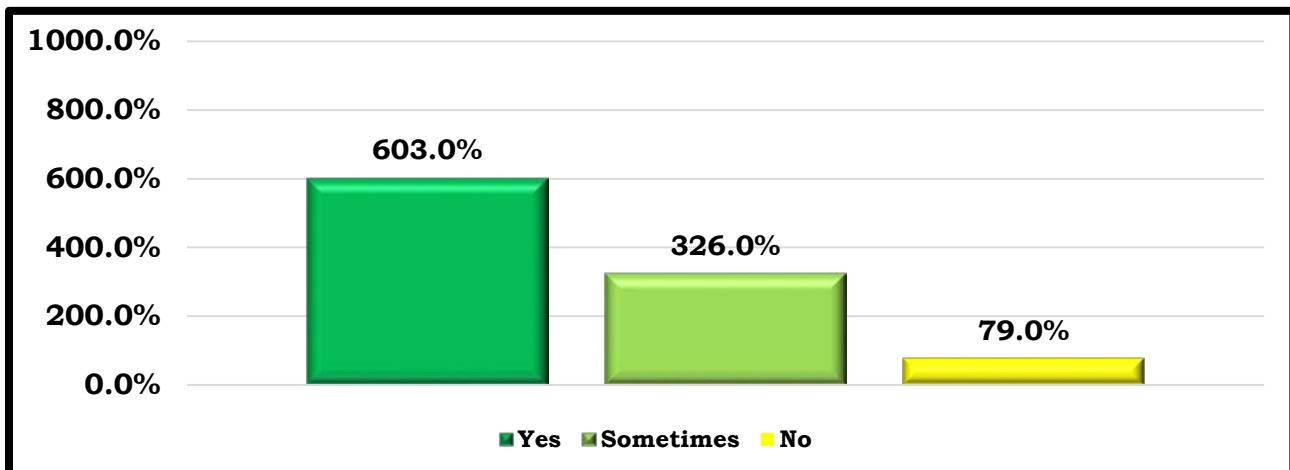
1. Gender



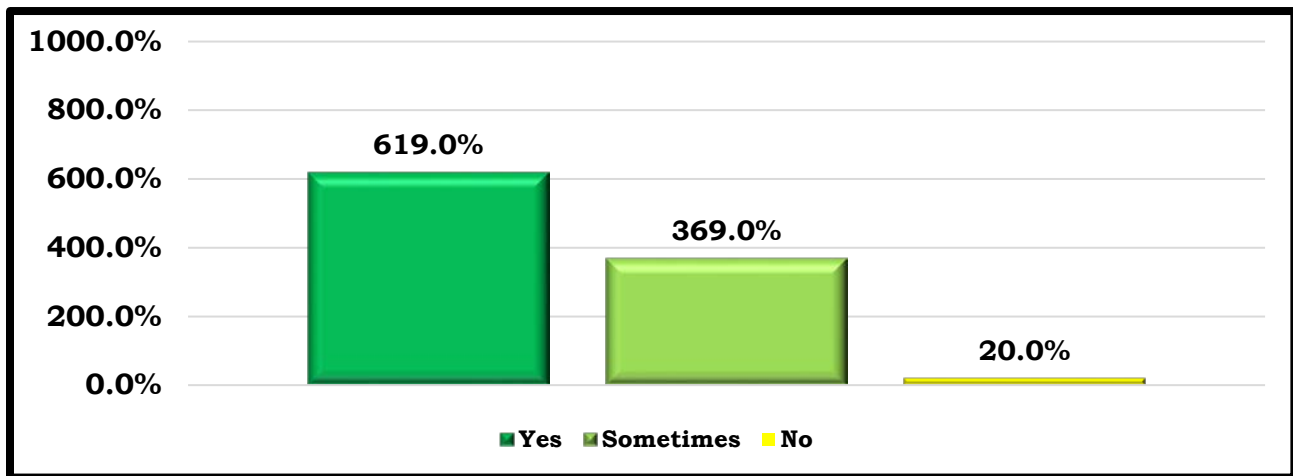
2. Grade



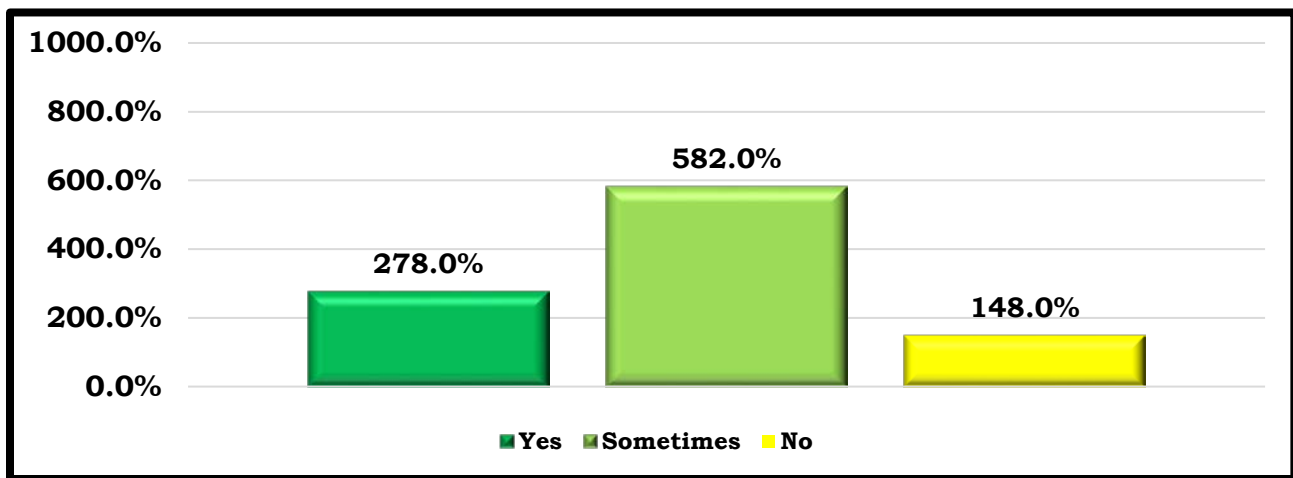
3. Overall, I like being in the ASES Program.



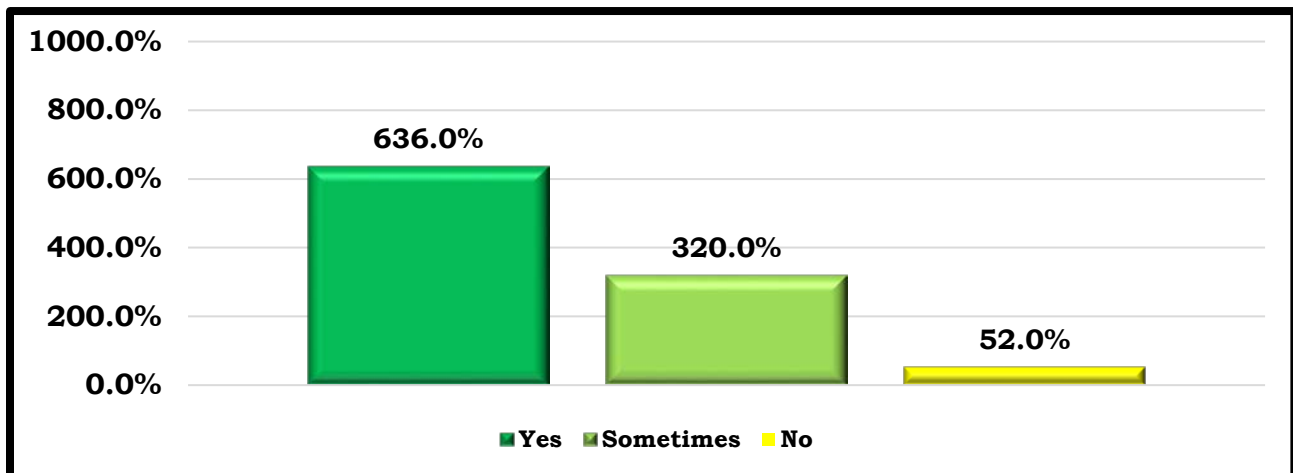
4. Overall, I am able to finish my homework during the ASES Program.



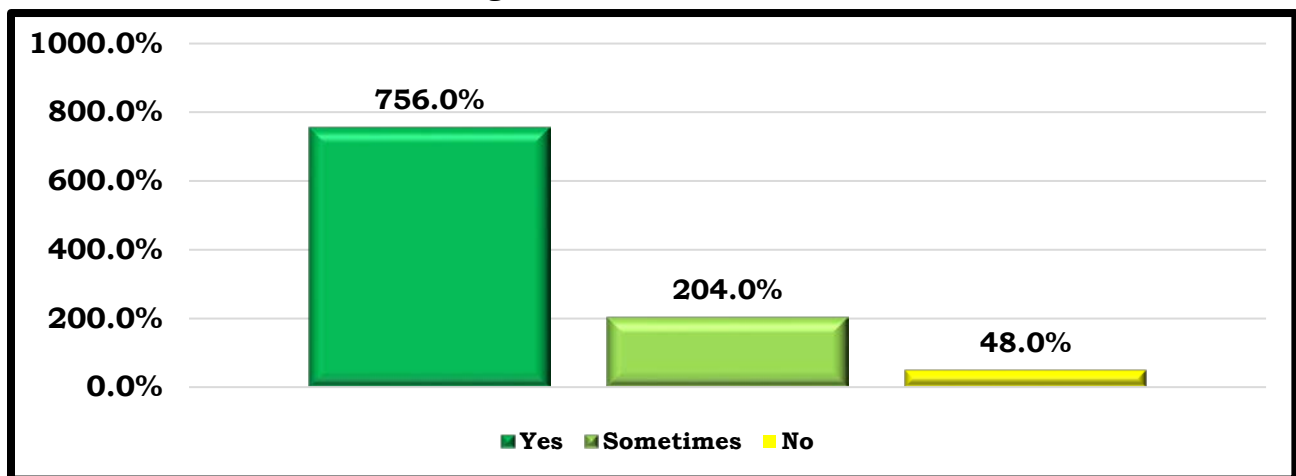
5. I like the snacks in the ASES Program.



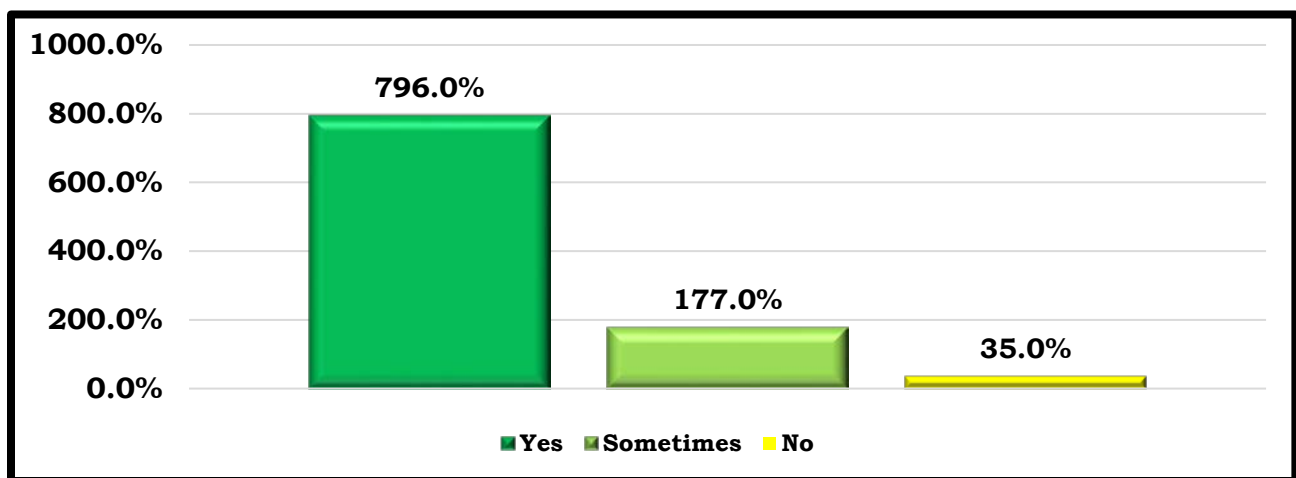
6. I like the activities provided in the ASES Program.



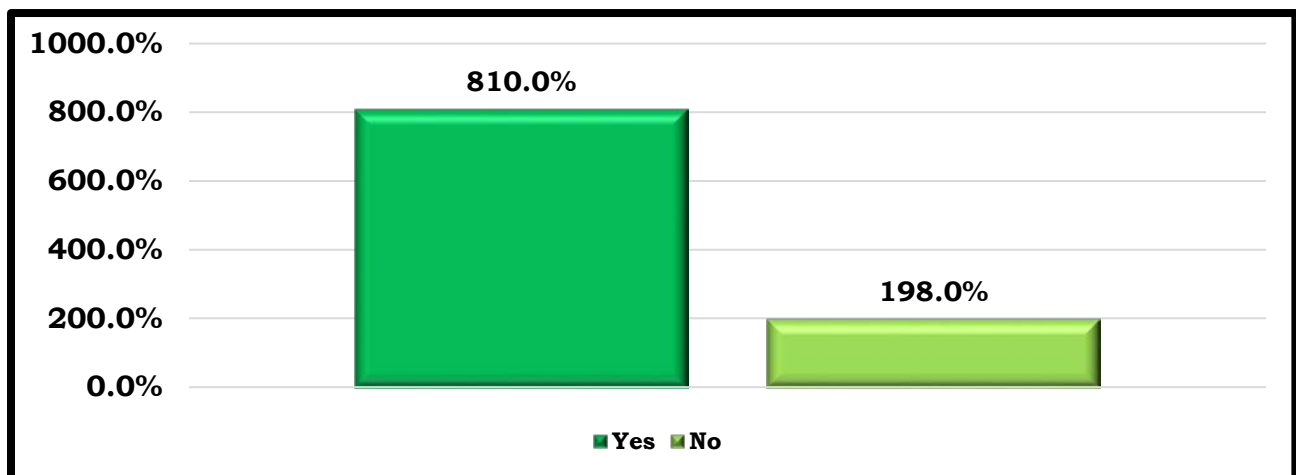
7. I like the staff in the ASES Program.



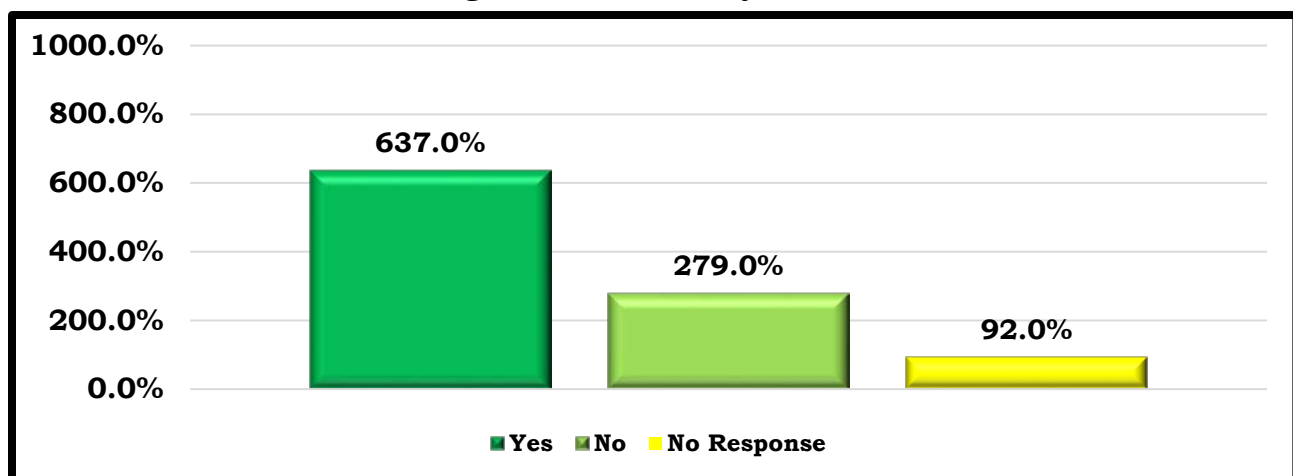
8. I feel safe in the ASES Program.



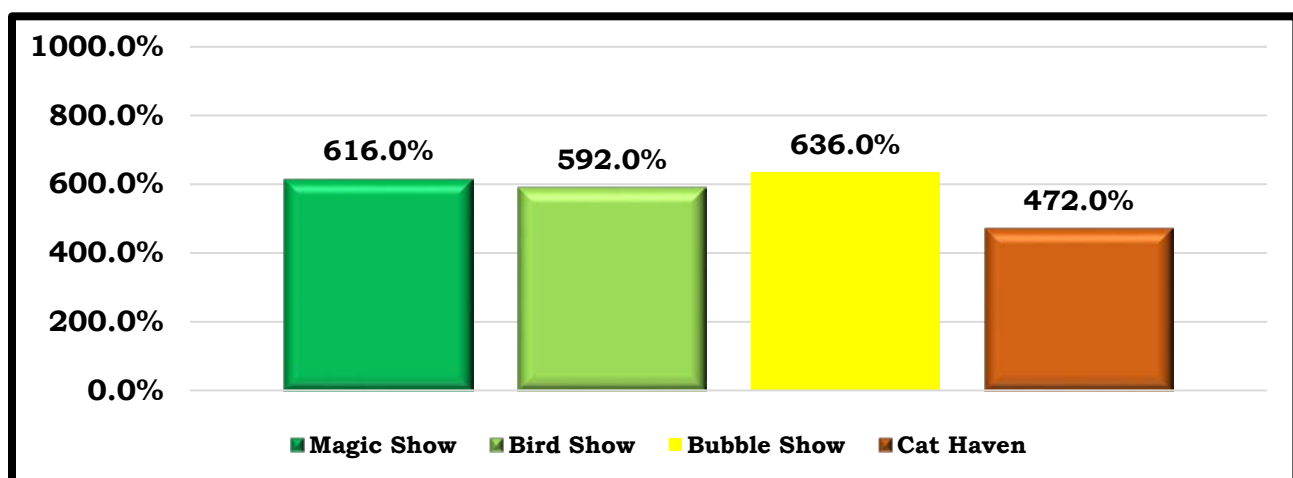
9. I believe my grades have improved by attending the ASES Program.



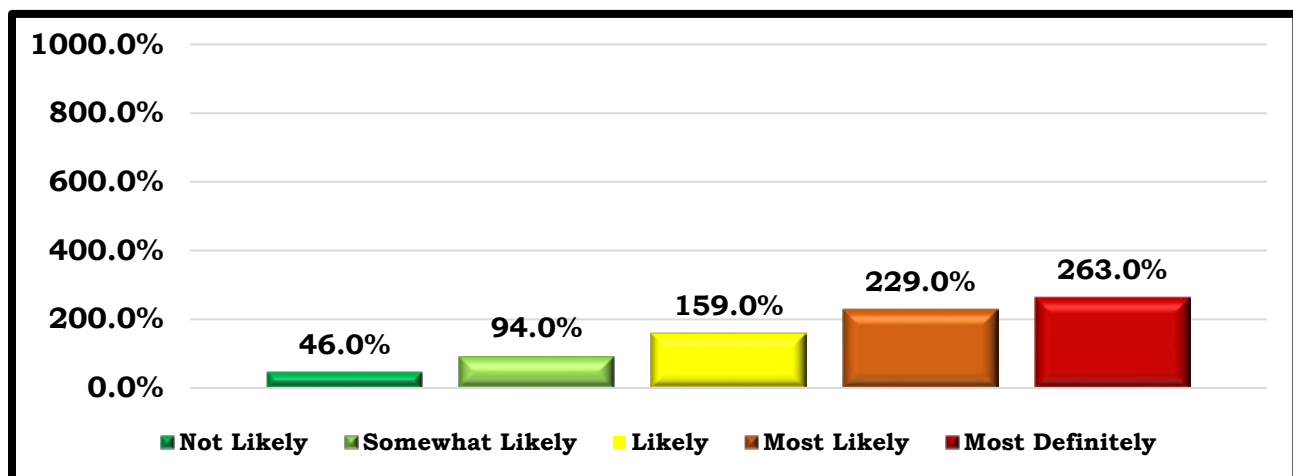
10. I want to be in the ASES Program next school year (3rd-5th grade students ONLY).



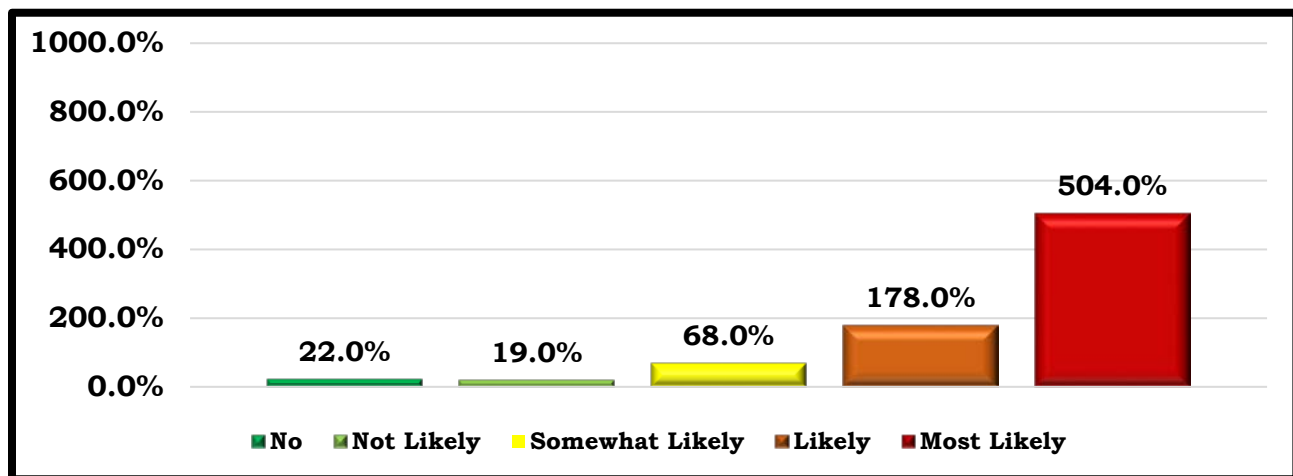
11. Which of these shows did you enjoy?



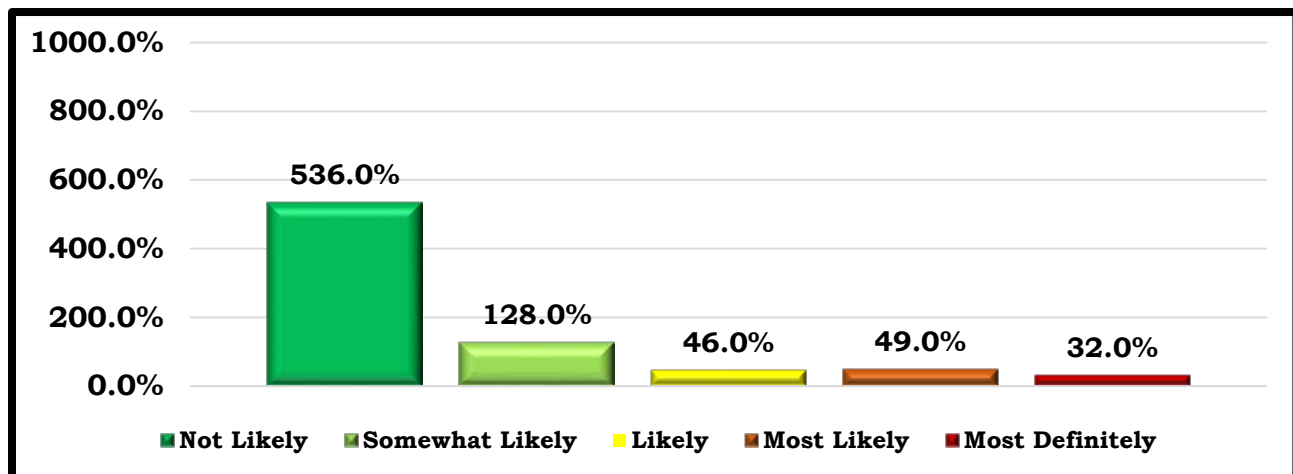
12. If you did not complete an important goal, how likely are you to try again?



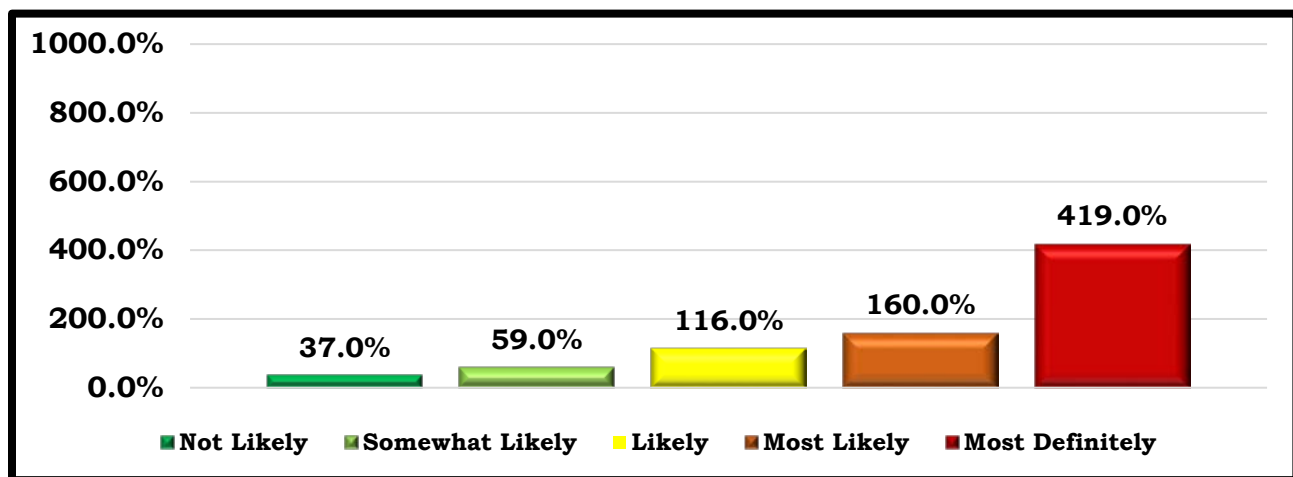
13. If you found that you did poorly in school, do you feel like putting fourth more effort to do better?



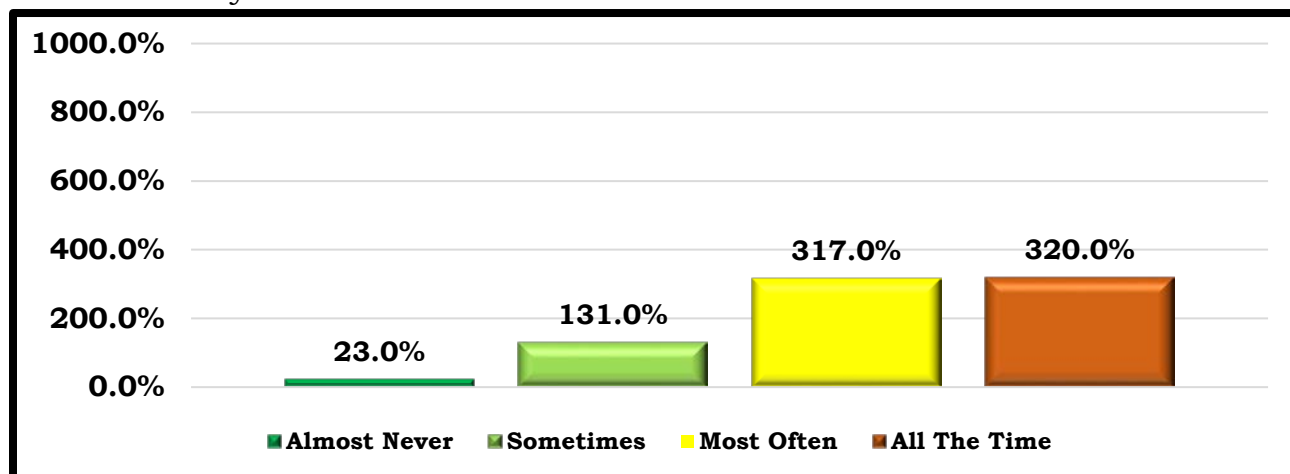
14. If you are having difficulty doing class assignments, how likely are you to give up?



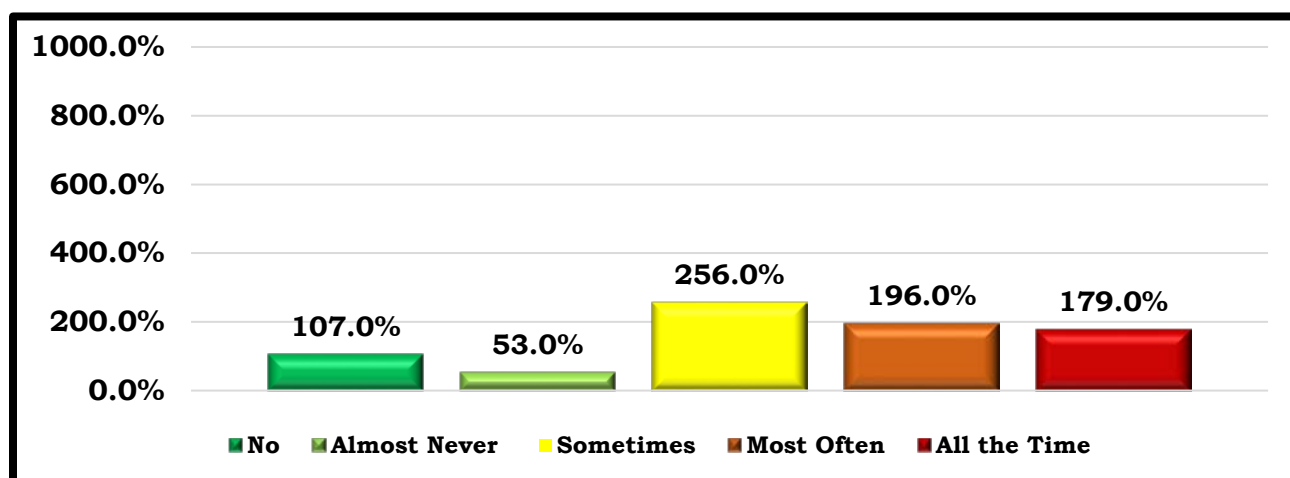
15. If you were to get into trouble at school, how likely are you to change your behavior?



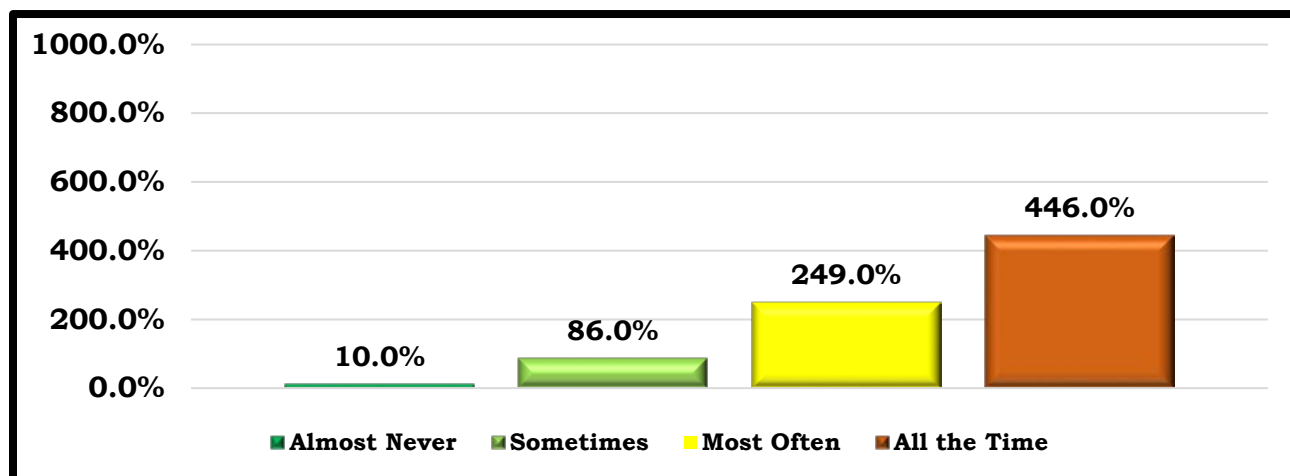
16. How often do you follow directions in class?



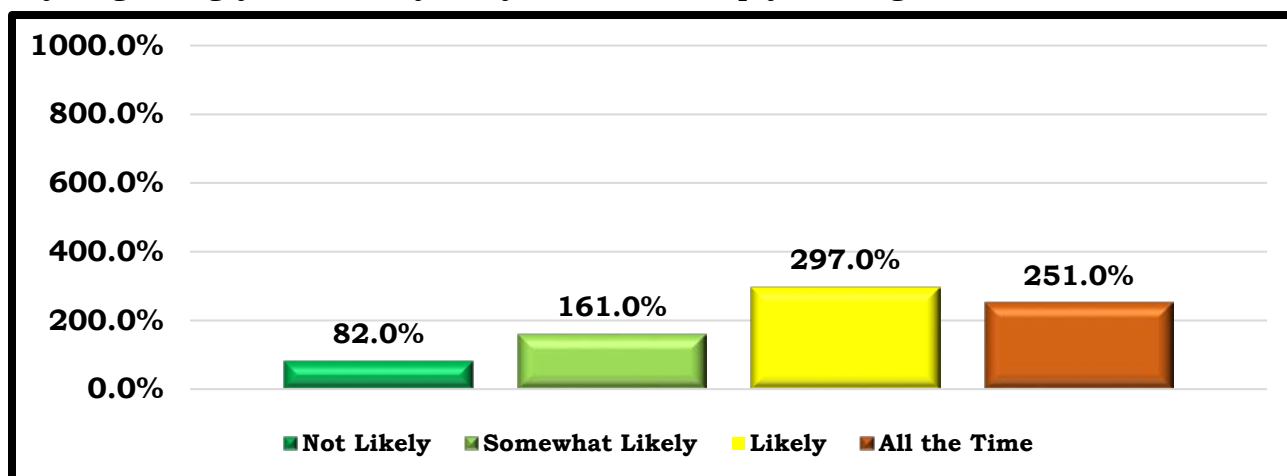
17. If someone is bothering you or saying bad things to you, are you able to remain calm?



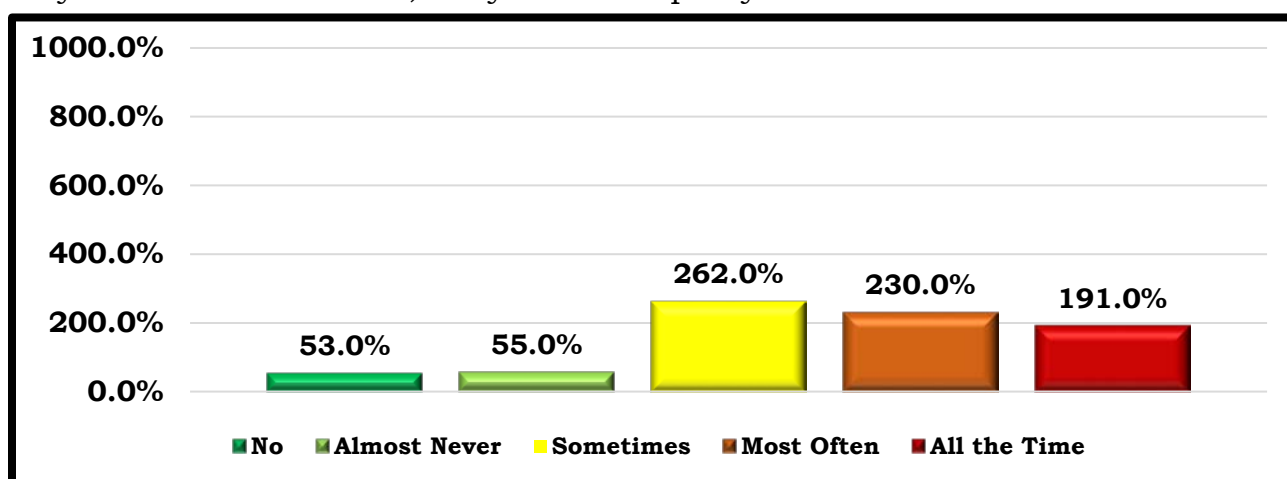
18. Do you consider yourself as being a good friend to others?



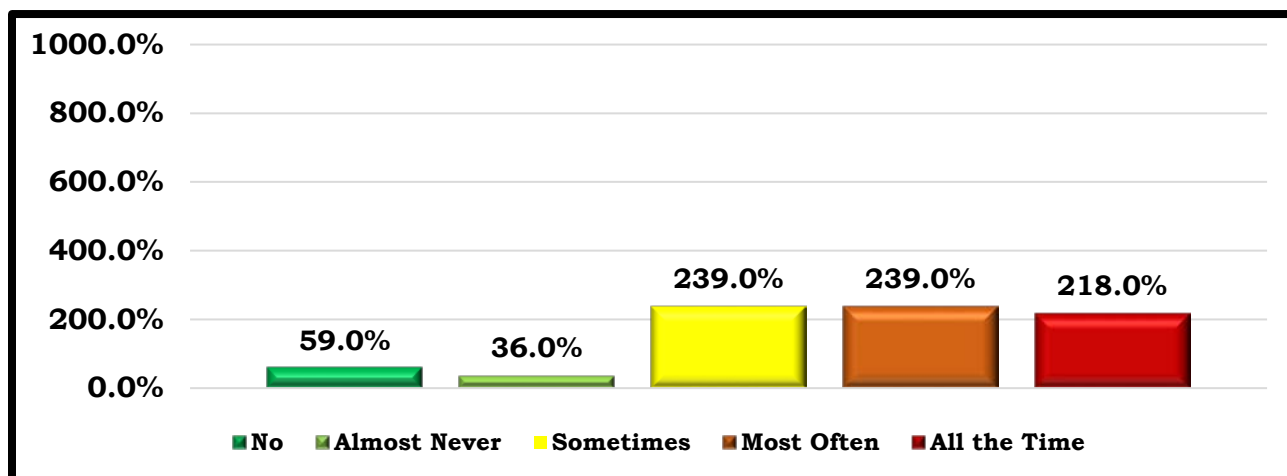
19. If you get angry, how likely are you able to keep your anger under control?



20. If you are in a bad mood, are you able to pull yourself out of that bad mood?



21. If things go wrong for you, are you able to stay calm?



1. Top three comments about what students liked about the ASES Program:

- 1st: ASES Staff
- 2nd: Activities
- 3rd: Homework Help

2. Top three suggestions for next year to make the ASES Program better:

- 1st: Better Snacks
- 2nd: More Activities
- 3rd: More Enrichments and Speakers

The **ASES Parent Survey** consisted of twenty multiple choice questions and four open-ended questions. Below are the top three comments from the Parent Survey.

“What do parents like about the current ASES Program at their school?”

- Homework support
- Enrichment opportunities and activities
- Safe place for students to complete their homework and friendly staff

“What do parents recommend to improve the ASES Program at their school?”

- Adjust the Early Release time
- More tutoring time to help students complete their homework
- More communication with parents regarding the ASES Program

“What should school do to involve parents in the school system?”

- Provide more parent and student activities
- Hold ASES parent meetings
- More communication with parents and volunteer opportunities

“What motivates students to attend school on a regular basis?”

- Provide fun and learning activities
- Supportive and caring staff and teachers
- Positive staff, safe environment and fun activities for students and their friends in the ASES

The **ASES Student Survey** consisted of eleven multiple choice questions and two open-ended questions. Below are the comments from the Student Survey.

“What do the students like about the ASES after school program?”

- ASES Staff
- Activities
- Homework help

“What are some suggestions for next year to make the ASES Program better?”

- Better snacks
- More Activities
- More Enrichments and Speakers

The **ASES Staff and Regular Day Teacher Survey (147 responses)** consisted of five open-ended questions. Below are the comments from the ASES Staff and Regular Day Teacher Survey.

“What do ASES Staff and Teachers like about the current ASES Program at their school?”

- Homework support
- Continued support and a safe place for students after school
- Program structure and organization

List 3 areas of strength for the ASES Program at their school.

- Safe place for students
- Enrichment activities and homework help
- ASES Staff

List 3 areas of growth for the ASES Program at their school.

- Classroom management
- Include 1st grade students into ASES Program
- Follow through with homework completion

“What suggestion would they make to the ASES Program to better meet the needs of their community?”

- Offer parental classes or training for parents
- Have family nights
- Incorporate technology into the ASES Program

“What additional trainings would they like to see in the ASES Program?”

- Classroom Management
- Behavior Management
- More enrichments and hands on activities

“Describe the support you have received from your Administrators, Site Coordinator and Site Certificate Lead.”

- Supportive
- Open to listen to suggestions and concerns
- Communication is great

“What kind of support would be helpful for you and your team for next school year?”

- More communication
- More guide on helping students with math and reading
- More space and ASES rooms

“Additional Comments:”

- Great program
- Thank you ASES
- ASES Staff does a great job

The **ASES Site Coordinator/Certificated Lead and Administrator Survey (20 responses)** consisted of four open-ended questions and two fill in questions. Below are the top three comments.

“What do ASES Site Coordinator/Certificated Lead and Administrators like about the current ASES Program at their school?”

- Academic support
- Enrichment activities
- Amazing staff

ASES Site Coordinator/Certificated Lead and Administrators were asked to list 3 areas of strength for the ASES after school program at their school.

- Staffing
- Safe place for students
- Program organization

ASES Site Coordinator/Certificated Lead and Administrators were asked to list 3 areas of growth for the ASES after school program at their school.

- More parent involvement
- Intervention opportunities for students
- Classroom management trainings for the Teaching Fellow staff

“What suggestion would they make to the ASES Program to better meet the needs of their community?”

- Flexible Early Release time
- Involve parents to the ASES Program
- Open ASES to lower level grade students

“ASES Site Coordinator/Certificated Lead and Administrators were asked to list the number of students who exited your ASES Program this year for each of the areas.”

- Not Completing Homework: 20
- Student Pick-up Conflicts: 20
- Absences: 20
- Excessive Early Release: 20
- Others: 20

“ASES Site Coordinator/Certificated Lead and Administrators were asked to identify how many students in their ASES Program are Foster Youth students?”

- 20 students

“ASES Site Coordinator/Certificated Lead and Administrators were asked to identify how many students in their ASES Program are English Learner?”

- 20 students

“Additional comment from the ASES Site Coordinator/Certificated Lead and Administrators:”

- Proud of our ASES staff
- District Office staff are supportive and helpful
- Great program

ASES Evaluation and Recommendations

In 2016-17 school year CUSD received a total of 1,826 surveys compared to 1,348 surveys in 2015-16. In reviewing the ASES surveys and the comments, the results suggested.

1. ASES School Sites should have parent functions, volunteer opportunities, and parent trainings preferably in the evenings to increase parent involvement in the program.
2. ASES School Sites should provide more enrichment activities and have more guest speakers involve in their ASES Programs.
3. ASES Teachers and ASES Staff requested to have training on classroom and behavior management.
4. ASES School Sites requested more time for students to complete their homework.
5. ASES School Sites should continue to work on building a better communication with regular day teachers as well as all program staff and parents.
6. ASES Students requested for better snacks, additional field trips and more activities in the ASES program in order to make the program better.
7. ASES School Sites will continue their work on targeting the specific needs of each child based upon a review of the data. Student placement and the creation of intervention programs must be aligned to student weaknesses by grade level and content area.
8. The district and schools will still continue to collaborate and expand with outside agencies, organizations and community partners such as the California Teaching Fellows Foundation (CTFF), JD Mine Builder, Girls Scout Connect, SAM Academy, Costco, BMX Show, Fresno Chafee Zoo, Winged Wonders Bird Show, Wild Child Adventures, Aquarius Aquarium, E&M Reptile Family and Fresno Parks and Recreation. The impact of outside agencies and organizations shows significant positive results in student engagement.

Single Plan for Student Achievement: Objectives

All CUSD schools, established goals and objectives for the school year reflecting the needs of all students based on a comprehensive data analysis of a variety of formative and summative data points that reflect the achievement of their students. These goals and objectives are shared with parent and community groups, certificated and classified site members, district personnel, and were outlined in the School Plan for Student Achievement (SPSA). The SPSA is reviewed and presented to the School Site Councils and other parent committees on an annual basis. Using a variety of summative and formative data, schools established goals and objective reflecting student achievement, coupled with a multi-year plan of action to reach all goals. The SPSA should direct funding, program and personnel. In addition to reflecting the needs of school sites, the ASES Program included in each participating school SPSA to inform the community of the program's purpose and objectives.

Quality Standards for Expanded Learning Programs

CUSD has adopted the twelve “Quality Standards for Expanded Learning Programs”. The intent of the Quality Standards for Expanded Learning is designed to assist after school programs reach their highest potential in providing an effective after school program with quality to meet the needs of each learning community. These quality standards provide a common framework for school districts, communities, partners, parents, and after school programs across California. It also allows the sites to self-assess, plan for quality, observe quality in action, evaluate externally and internally to continuously improve the ASES program. The quality standards are listed below:

1. **Safe and supportive environment** – The program provides a safe and nurturing environment that supports the developmental, emotional and physical needs of all students.
2. **Active and engaged learning** – Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
3. **Skill building** – The program maintains high expectations for all students, intentionally links program goals and curriculum with 21st-century skills and provides activities to help students achieve mastery.
4. **Youth voice and leadership** – The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.
5. **Healthy choices and behaviors** – The program promotes student well-being through opportunities to learn about practice balance nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.
6. **Quality staff** – The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment and provides ongoing professional development based on assessed staff needs.
7. **Diversity, access and equity** – The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.
8. **Clear vision, mission, and purpose** – The program has a clearly defined vision, mission, goals and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.
9. **Collaborative partnerships** – The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, school and community to achieve program goals.
10. **Continuous quality improvement** – The program use data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcome and impact.
11. **Program management** – The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet the grant requirements.
12. **Sustainability** – The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

CUSD ASES Program Quality Module Surveys

In April of 2017, CUSD administered Quality Standard Module 1, 2, and 3 for the purpose of measuring the program for quality and to be in alignment with the Quality Standards for Expanded Learning. A total of 13 ASES school sites participated in the survey and was asked to rate themselves on a scale from 1-4 in depth of knowledge with 1 representing beginning, 2 done some work, 3 high level of proficiency, 4 being exceptionally proficient and DK for “Don’t Know.” After the module surveys are collected, the result of each item is produced by averaging the total numbers from each question in the module surveys.

Module Program Quality 1: contains a total of 13 items which assess three components of the 12 Quality Standards for Expanded Learning.

Questions 1-5: Assess the program’s vision, mission, and purpose.

Questions 6-10: Assess the continuous quality improvement.

Question 11-13: Asses the program management.

Module Program Quality 2: contains a total of 9 items which assess the program’s safe and supportive environment.

Module Program Quality 3: contains 11 items which assess three components.

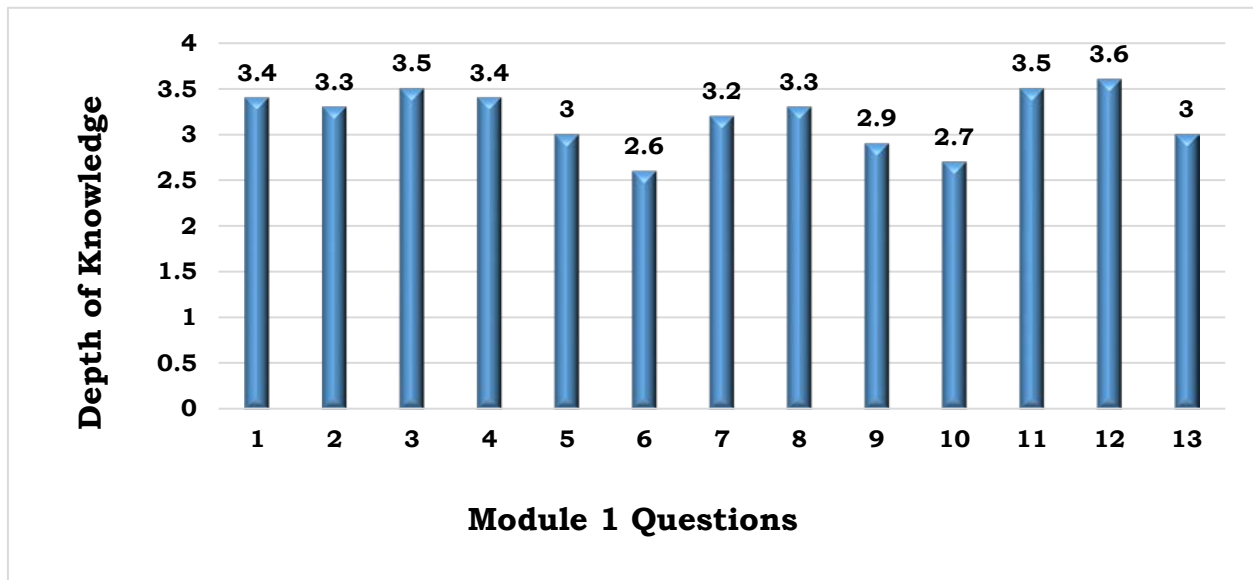
Questions 1-4: Assess the program’s skill building

Question 5-8: Assess the program’s youth voice and leadership

Questions 9-11: Assess the program’s healthy choice and behaviors in students.

The data collected by each school site are aggregated into a district-wide composite score. The result of each module survey would suggest quality indicators for school sites to plan and work on improving in their ASES Program. Below are the results of the ASES Module surveys.

ASES Program Quality Module 1 Clear Vision, Mission and Purpose, Continuous Quality Improvement, and Program Management 2016-17 District Results



In reviewing the ASES Module 1 results, the district's average for the area of Clear Vision, Mission, and Purpose (Questions 1-5) is 3.2 which is level 3 (High Level of Proficiency) in the depth of knowledge scale. The data suggested that the ASES school sites are performing well in the area of Clear Vision, Mission and Purpose (Question 1-5).

In the area of Continuous Quality Improvement (Questions 6-10), the district scored an average of 2.9, which showed that the school sites have done some work and moving towards High Level of Proficiency. The data suggest that the ASES school sites should continue to work on increasing their program's depth of knowledge in this area.

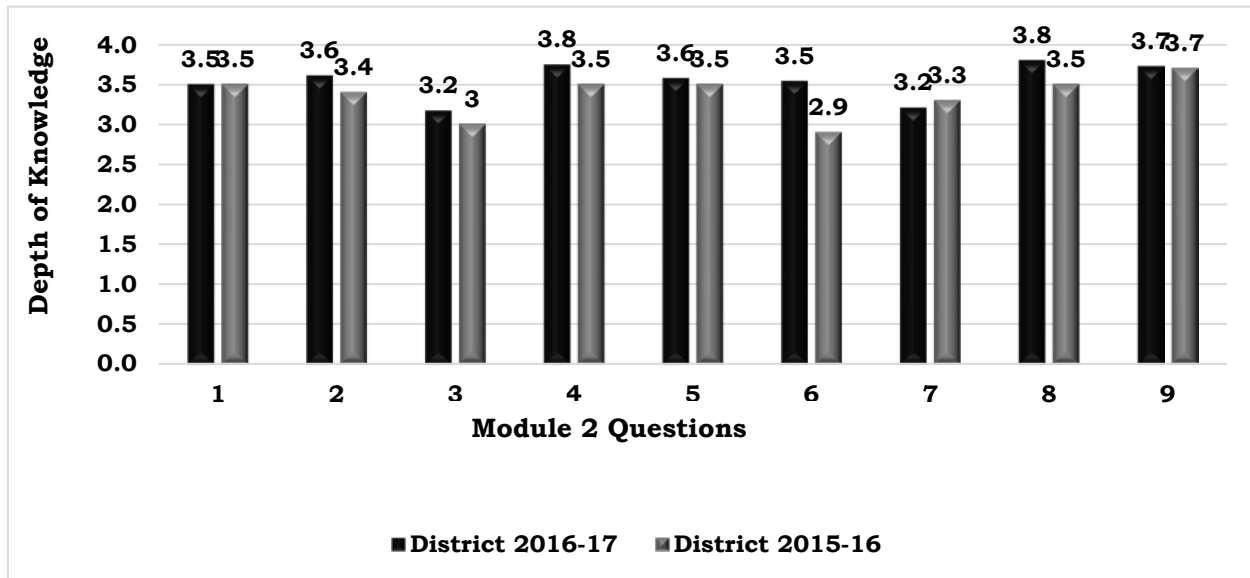
In the area of Program Management (Question 11-13), the district scored an average of 3.3, which is in the area of High Level of Proficiency. This area will continue to be a focus in CUSD ASES school sites throughout the next school year.

Action Plan and Technical Assistance Suggested by the ASES School Sites

In reviewing the ASES Program Quality Module 1 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Create grade-level pre/post assessments and guide our intervention from results received	Use iReady reading/math program to teach needed mastery standards
Give quarterly surveys to increase parent input	Reserve/increase computer lab time
More parent notices of ASES activities.	None
Clear parent confusion about Early Release Policy	None
We will look into programs to better assess our ASES students mastery of grade level standards	None
Common Assessment Evaluation	How to pull reports on illuminate of just ASES Students
Increase parent involvement with quarterly activities	None

ASES Program Quality Module 2 Safety District Results



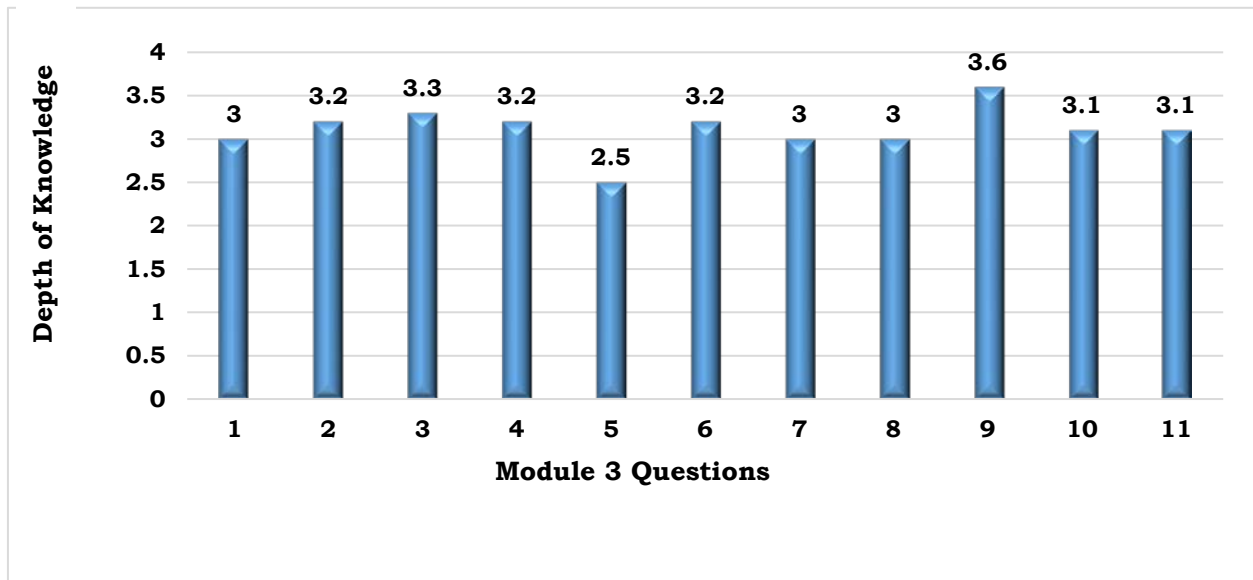
In reviewing the ASES Program Quality Module 2 results, the data suggested that the ASES School Sites are showing improvements in the area of Safety and Supportive Environment. Overall, 2016-17 school year had shown improvement on items number 2, 3, 4, 5, 6, and 8. Items that remain the same as 2015-16 school year were 1 and 9. Item 7 showed a 0.1 decrease from 3.3 to 3.2. Over all, CUSD is performing well in keeping their ASES Program safe scoring in the area of High Level Proficiency on the Safe and Supportive Environment component. Safety is a main priority in CUSD's ASES Programs and will continue to be one of the main focus in CUSD.

Action Plan and Technical Assistance Suggested by the ASES School Sites

In reviewing the ASES Module 2 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Continue to ensure mission, and safety protocols with new and upcoming staff	None
Bi-weekly newsletter to increase school to home communication	None
Confidential health list for staff	None
Student discipline log	None
Log of students with medications, allergies, etc.	Trainings: None / Create Excel Spreadsheet
Keep in use classroom posted	Trainings: None / Create Quarterly Document
Continue use of campus monitor during program hours	None

ASES Program Quality Module 3 Skill Building, Youth Voice and Leadership, and Healthy Choices and Behaviors in Students 2016-17 District Results



In reviewing the ASES Program Quality Module 3 results, the district's average in the area of Skill Building (Questions 1-4) is 3.1 which is level 3 (High Level of Proficiency) in the depth of knowledge scale. The data suggested that CUSD ASES Program as a district is performing well in this area. Individually, some school sites would need to focus more on the Skill Building component for improvement.

In the area of Youth Voice and Leadership (Questions 5-8), the district scored an average of 2.9, which showed that the school sites have done some work and moving towards High Level of Proficiency. The data suggest that the ASES school sites should continue to work on increasing their program's depth of knowledge in this area.

In the area of Healthy Choices and Behaviors (Question 9-11), the district scored an average of 3.2, which is in the area of High Level of Proficiency. This area will continue to be a focus in CUSD ASES school sites throughout the 2017-18 school year.

Action Plan and Technical Assistance Suggested by the ASES School Sites

In reviewing the ASES Module 2 surveys, the sites suggested action plans and technical assistances for their lowest scores.

Action Plan	Technical Assistance/Training Needed
Increase student feedback on planning input	None
Provide student Leadership roles	Youth Voice Leadership Training
Obtain more health curricula and resources	Make appropriate community partnerships
Offer more career options	None
Give students more opportunities for student leadership roles giving them scenarios that reflect real life opportunities	Student Leadership program curriculum with student scripted lessons
Increase STEM instruction and activities	STEM instructor or training for staff
Implement additional student leadership activities	Access to leadership curriculum

Social Emotional Learning Survey

In 2016-17, Social-Emotional Learning (SEL) has been an identified area of focus for the CUSD ASES Program. Studies show that students who attend schools with a SEL focused have shown improvements in their attitudes, behavior and academics. An effort to improve the quality of our ASES Program, CUSD has included questions in our Annual ASES Surveys to address areas from the SEL. The SEL questions are based on the Panorama Education Social-Emotional Learning User Guide and have designed questions for three separate groups: ASES students in grades 3-6, ASES Staff and Regular Day Teachers, and ASES Site Coordinator/Site Certificated Lead and Administrators.

The SEL questions from within the ASES Surveys are correlated within four areas of SEL. Grit, Growth Mindset, Self-Management, and Emotional Regulation.

1. Grit - How well students are able to persevere through setbacks to achieve important long-term goals. Having data on grit allows CUSD to understand the level of perseverance in our ASES students and to be able to design a program to help students build on perseverance from within themselves.

2. Growth Mindset – Student perceptions of whether they have the potential to change those factors that are central to their performance in school. Research shows that when students are praised for their efforts instead of their intelligence, the students tend to show more effort into the things that they do in life and in academics. Data on Growth Mindset will allow CUSD to frame the ASES Program to strengthen student's confidence, build self-esteem, and improve academic performance.

3. Self-Management – How well students manage their emotions, thoughts, and behaviors in different situations. Data on Self-Management will help CUSD understand the trend on how well students managed their behavior.

4. Emotional Regulation – How well students regulate their emotions. Understanding trends on how well students regulate their emotions can benefit how the ASES Program structure their ASES Program and activities to build upon this skill. Building on Emotional Regulation helps student stay focus.

ASES Student 3rd-6th Grade Social Emotional Learning Survey (10 questions)

Questions 1 and 2 assess the students for Grit.

Questions 3 and 4 assess the students for Growth Mindset.

Questions 5, 6, and 7 assess the students for Self-Management.

Questions 8, 9, and 10 assess the students for Emotional Regulation.

ASES Staff and Regular Day Teachers Social Emotional Learning Survey (10 questions)

Questions 1 and 2 assess the students for Grit.

Questions 3 and 4 assess the students for Growth Mindset.

Questions 5, 6, 7, 8, and 10 assess the students for Self-Management.

Question 9 assess the students for Emotional Regulation.

ASES Site Coordinator/Certificated Lead and Administrators Social Emotional Learning Survey (9 questions)

Questions 1 and 2 assess the students for Grit.

Questions 3 and 4 assess the students for Growth Mindset.

Questions 5, 6, and 7 assess the students for Self-Management.

Questions 8 and 9 assess the students for Emotional Regulation.

Social-emotional learning is crucial to a well-rounded education for students. CUSD uses the surveys to understand and support student development in these important areas to improve student outcomes, academic achievements, GPA, test scores, behavior, attitudes, and attendance.

ASES Student 3rd-6th Grade Social Emotional Learning Survey (791 Responses)

A total of 791 students in 3rd-6th grade took the Social Emotional Learning (SEL) Survey.

Grit: 62.2% of students indicated that they are more than likely to try again if they did not complete an important goal. 32% percent indicated that they are somewhat likely and likely to try again. 5.8% indicated that they are not likely to try again.

86.2% of students indicated that they feel like putting forth more effort to do better if they found that they did poorly in school. 5.2% indicated that they are not likely to put forth the effort to do better.

Growth Mindset: 67.8% of students indicated that they are not likely to give up if they are having difficulty doing class assignments. 28.2% indicated that they are likely to give up when having difficulty doing class assignments. 4% indicated that they are most definitely giving up.

87.9% of students indicated that if they were to get in trouble in school, they are most likely to change their behavior. 4.7% indicated that they are not likely to change their behavior.

Self-Management: 82.2% of students indicated that they often follow directions in class, 14.9 indicated that they sometimes follow directions in class, and 2.9% indicated that they almost never follow directions in class.

22.6% of students indicated that they are able to remain calm when other students are bothering or saying bad things to them. 41.7% indicated that they can mostly remain calm. 2.9% indicated almost never.

Emotional Regulation: 24.1% of students indicated that if they are in a bad mood, they are able to pull themselves out of that bad mood. 29.1% indicated most often that they are able to pull themselves out of that mad mood. 13.7% indicated that they are not likely to pull themselves out from being in a bad mood.

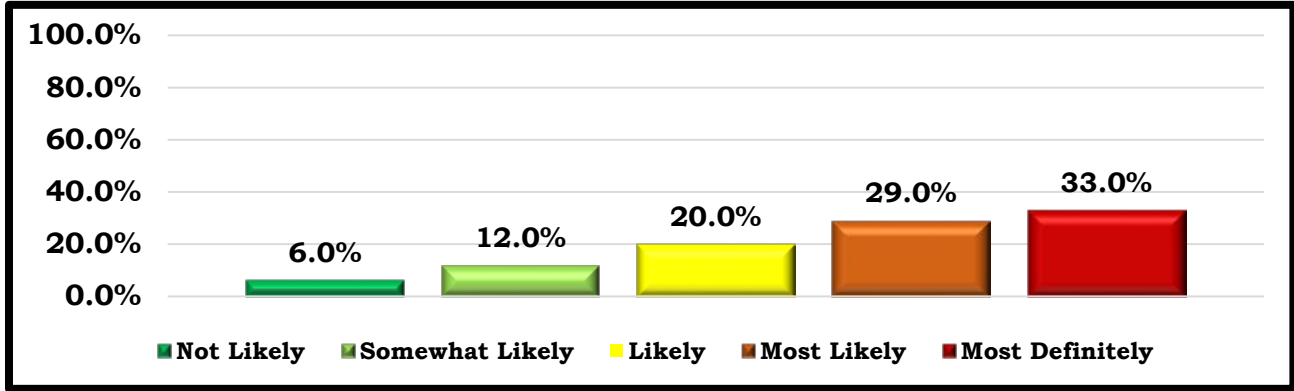
57.8% of students indicated that they are able to stay calm when things goes wrong for them. 12.1% indicated that they are not likely to stay calm.



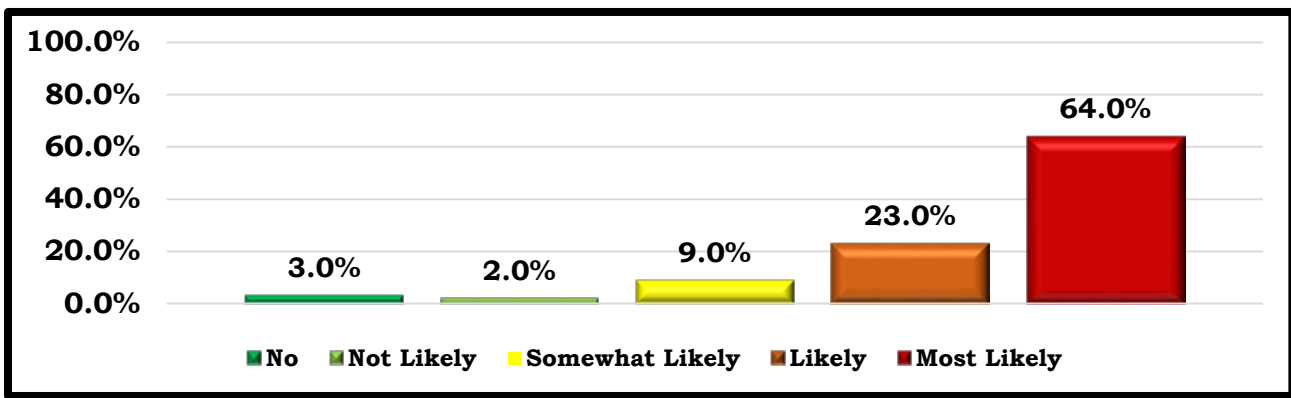
**After School Education and Safety (ASES) Program
3rd-6th Grade Student Social Emotional Learning Survey 2016-17 Results
DISTRICT**

Total Students Surveyed: 791

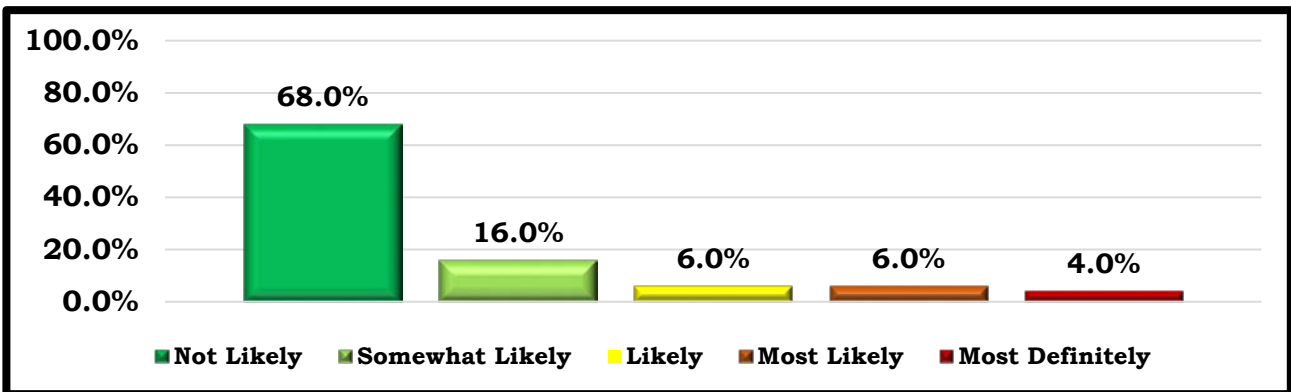
1. If you did not complete an important goal, how likely are you to try again?



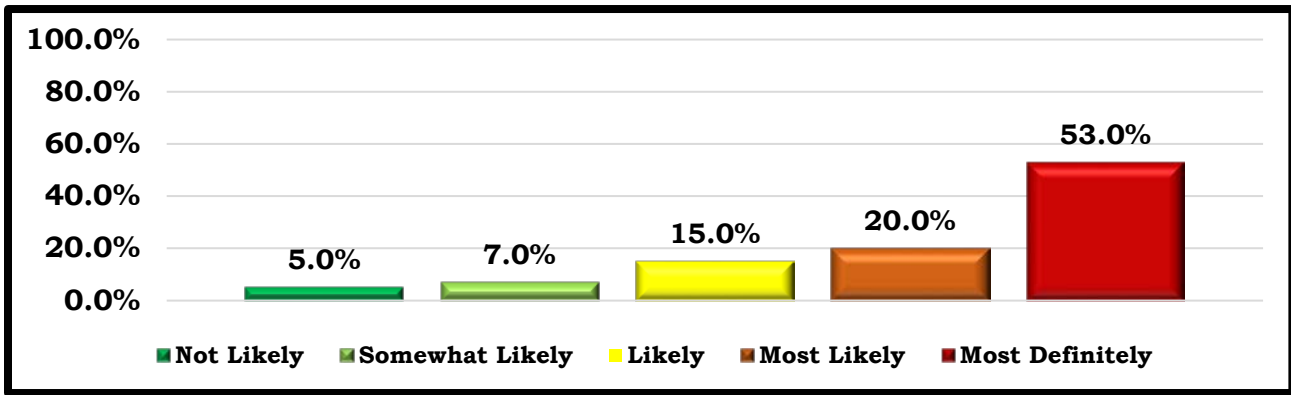
2. If you found that you did poorly in school, do you feel like putting fourth more effort to do better?



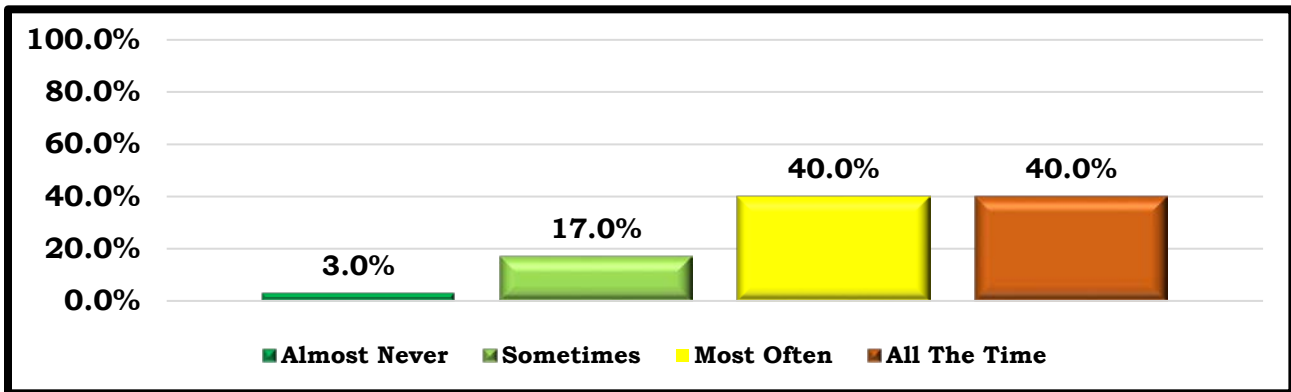
3. If you are having difficulty doing class assignments, how likely are you to give up?



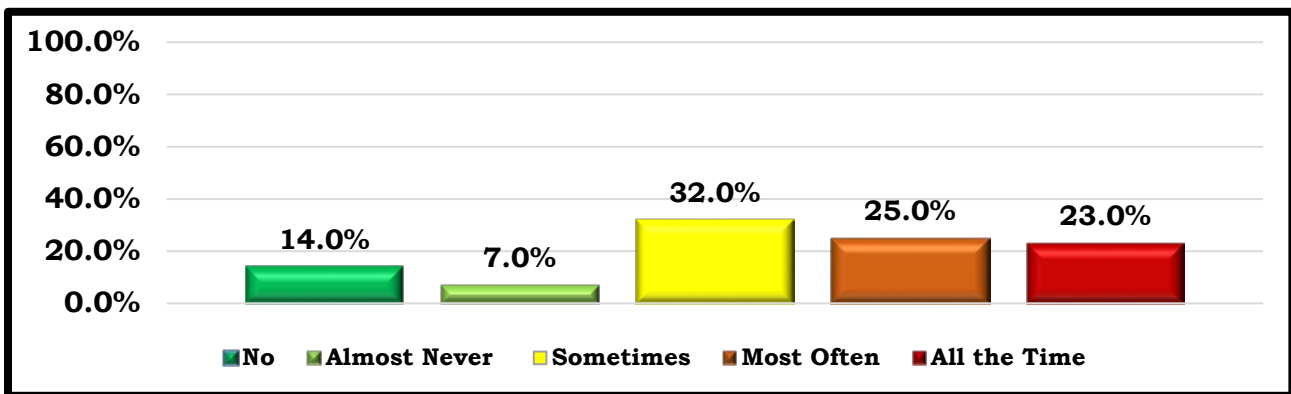
4. If you were to get into trouble at school, how likely are you to change your behavior?



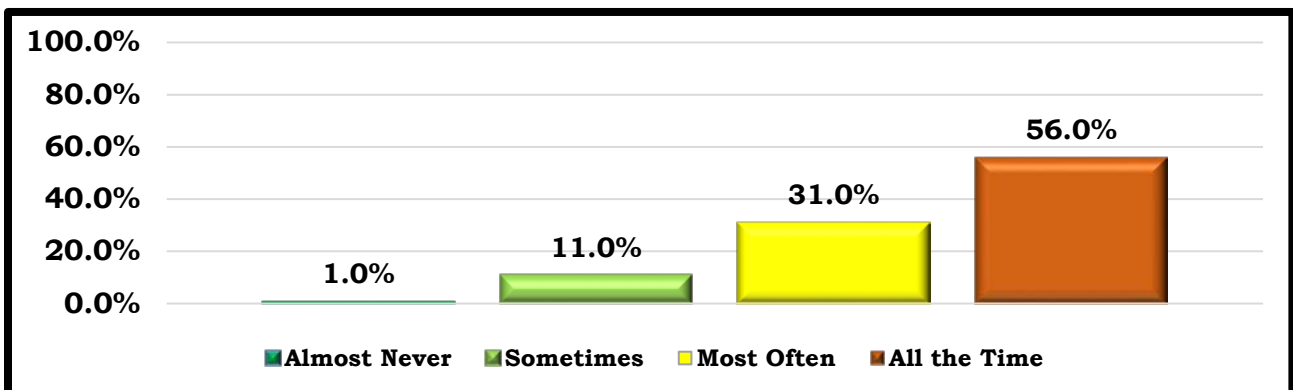
5. How often do you follow directions in class?



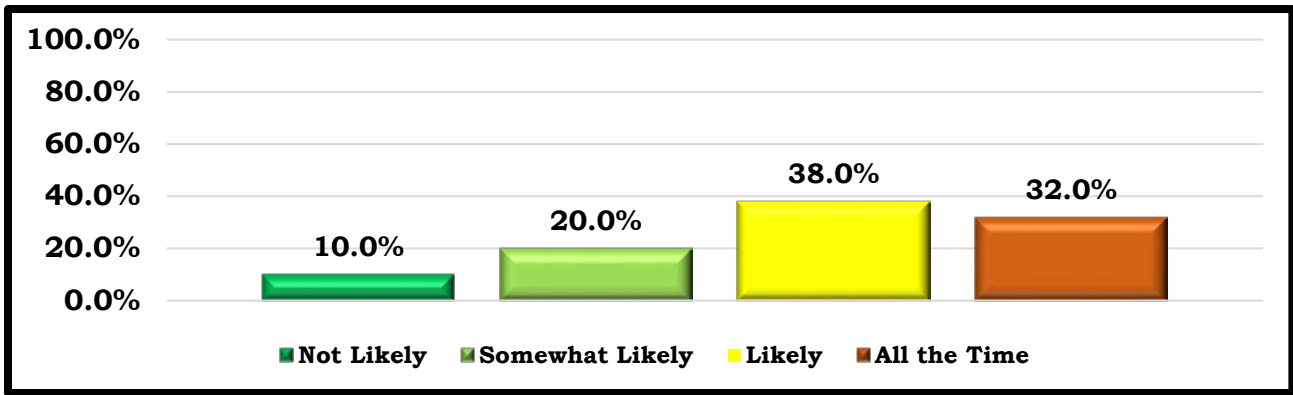
6. If someone is bothering you or saying bad things to you, are you able to remain calm?



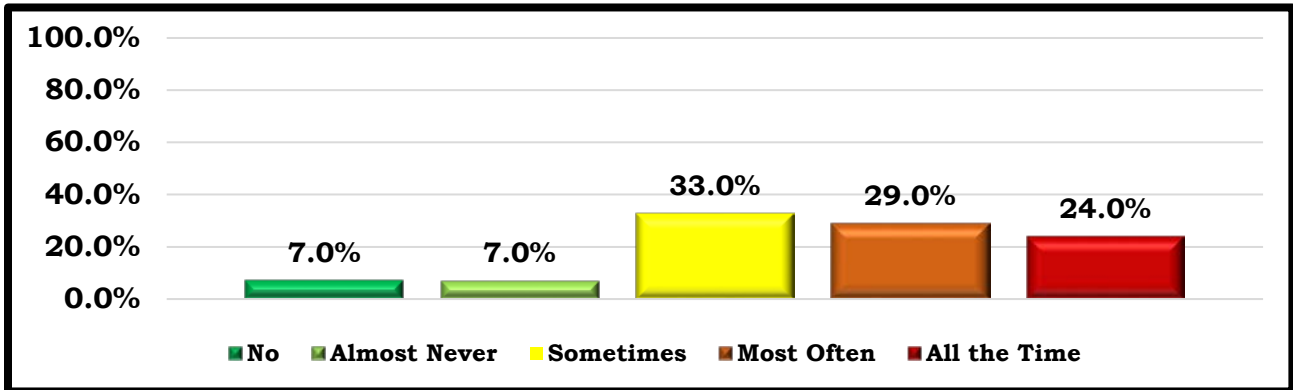
7. Do you consider yourself as being a good friend to others?



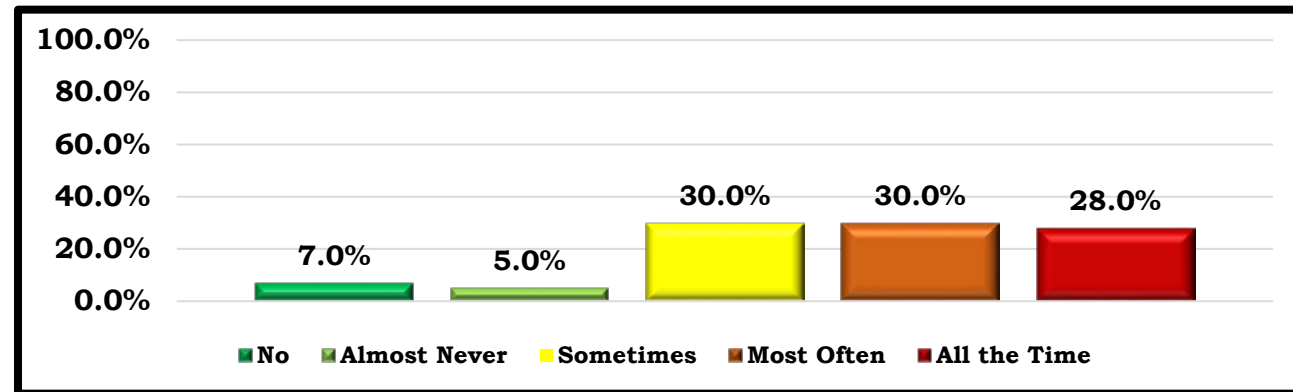
8. If you get angry, how likely are you able to keep your anger under control?



9. If you are in a bad mood, are you able to pull yourself out of that bad mood?



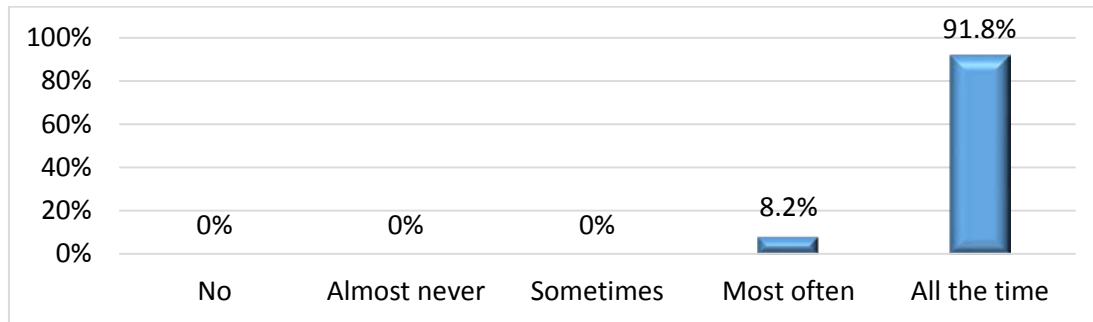
10. If things go wrong for you, are you able to stay calm?



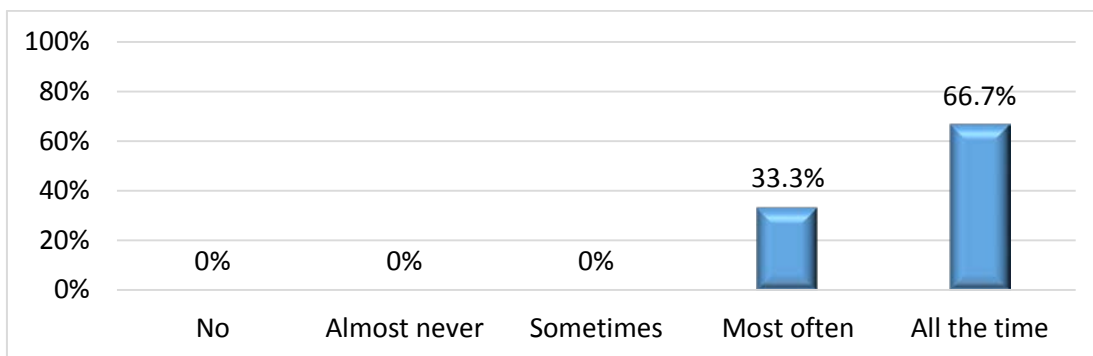
Social Emotional Learning ASES Staff and Regular Day Teacher

(147 Responses)

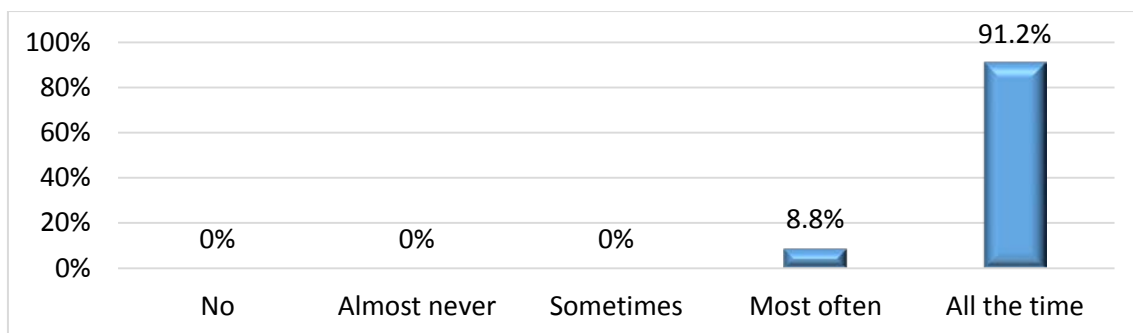
1. If students do not accomplish their goals, do you encourage them to try again?



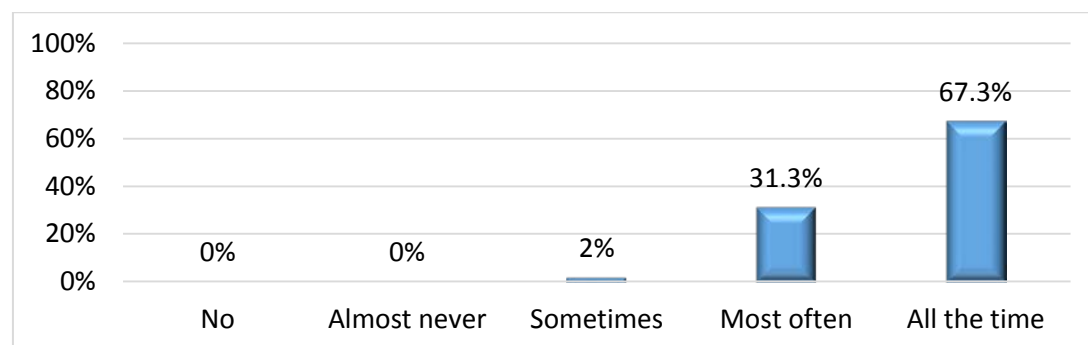
2. Do you praise your team and students on their efforts and hard work?



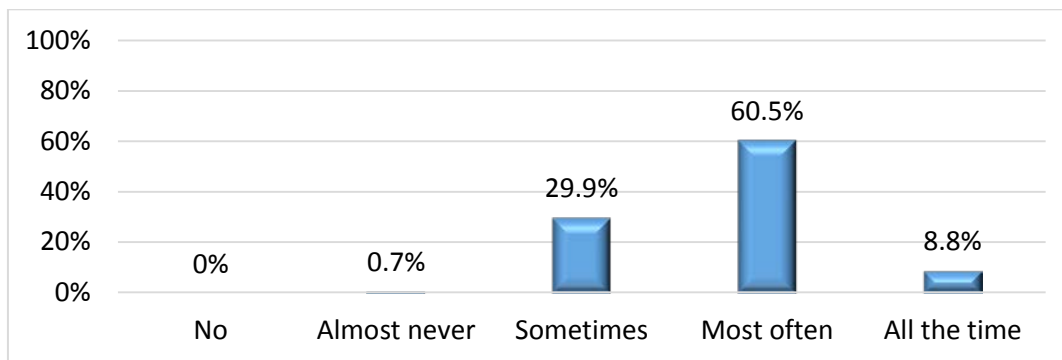
3. Do you motivate your students to complete their school work?



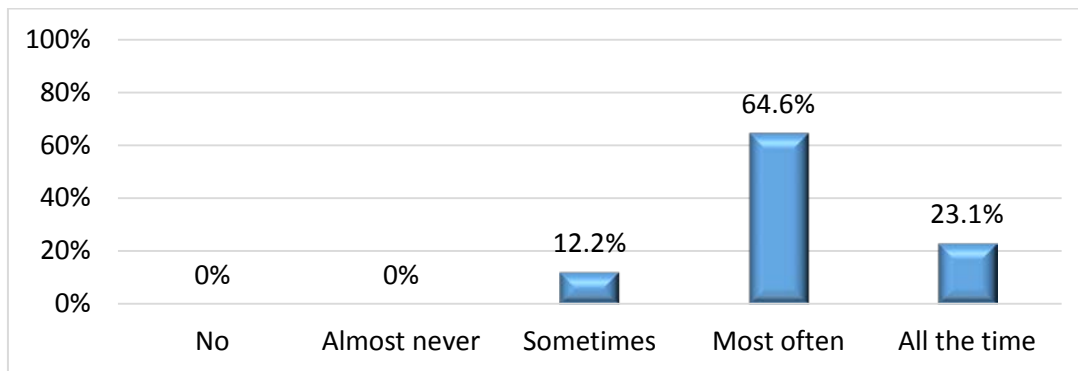
4. Do you use praise when students are showing good behavior?



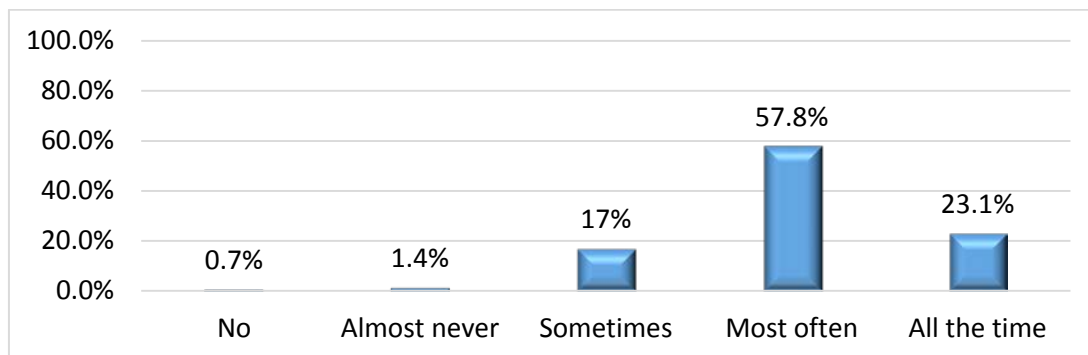
5. Do you find your students' interaction towards each other supportive?



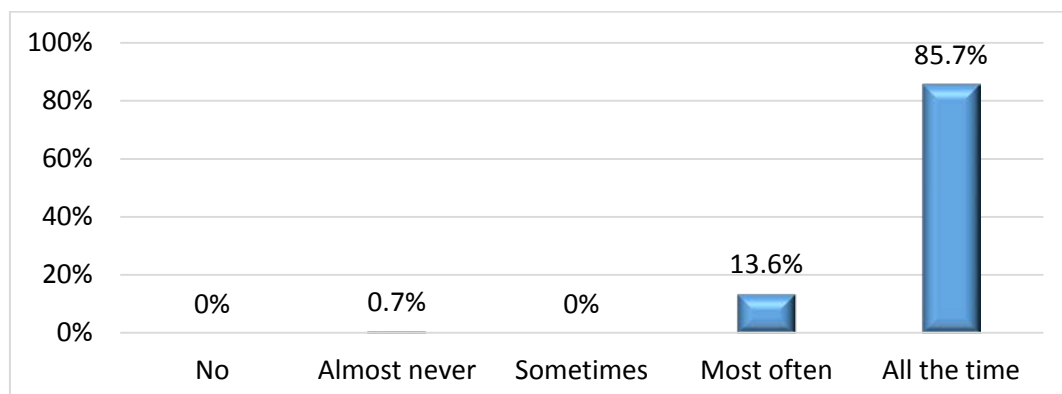
6. Do you find the relationships between your students and team to be respectful?



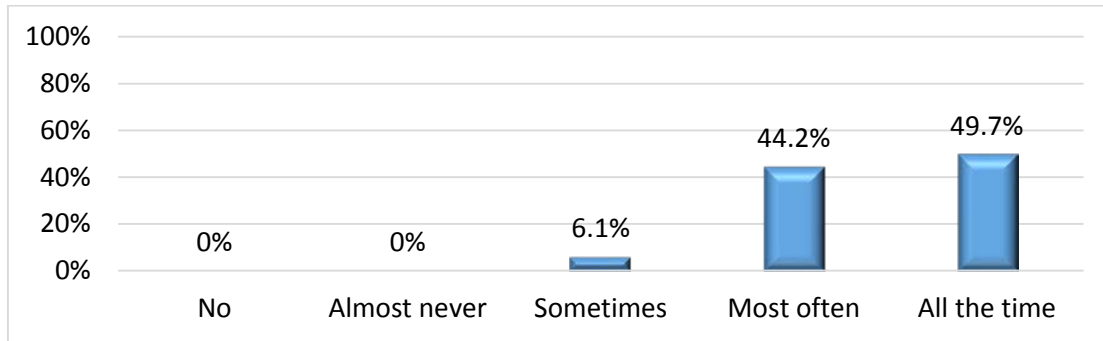
7. On most days, do you find your students enthusiastic about being in the ASES Program?



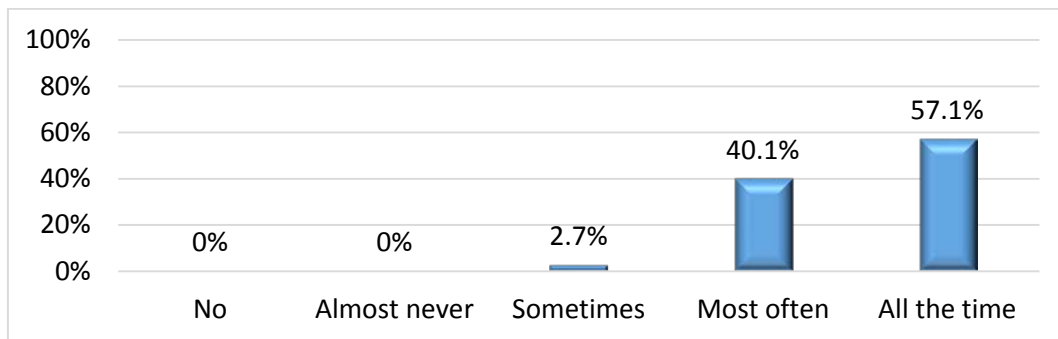
8. If your students are misbehaving, do you feel confident in approaching them and addressing it?



9. Do you take the opportunity to turn a discipline issue into a learning opportunity?



10. Do you use praise when students show efforts on self-control?



A total of 147 ASES Staff and regular day teachers took the staff Social Emotional Learning (SEL) survey.

Grit: 100% of the staff and regular day teachers most often encourage their students to try again and praise their students for their efforts and hard work.

Self-Management and Growth Mindset: 69.3% of staff and regular day teachers find that their students' interaction towards each other supportive. 29.9% indicated that they sometimes find their student's interaction towards each other supportive.

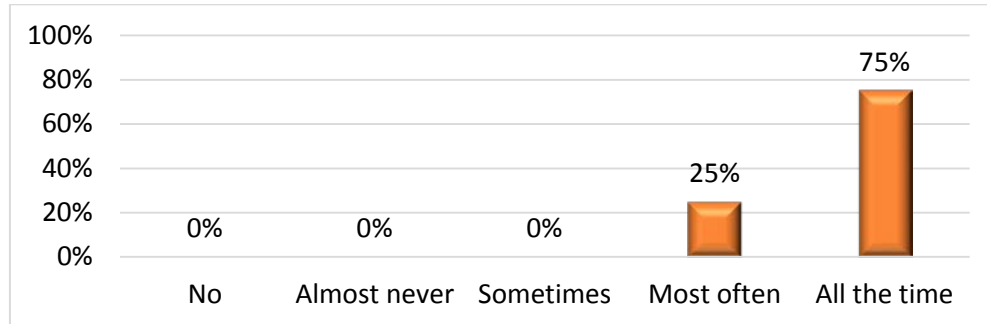
80.9% of the staff and regular day teachers indicated that most days, their students are enthusiastic about being in the ASES Program.

Emotional Regulation: 93.9% of the staff and regular day teachers indicated that they take the opportunity to turn a discipline issue into a learning opportunity.

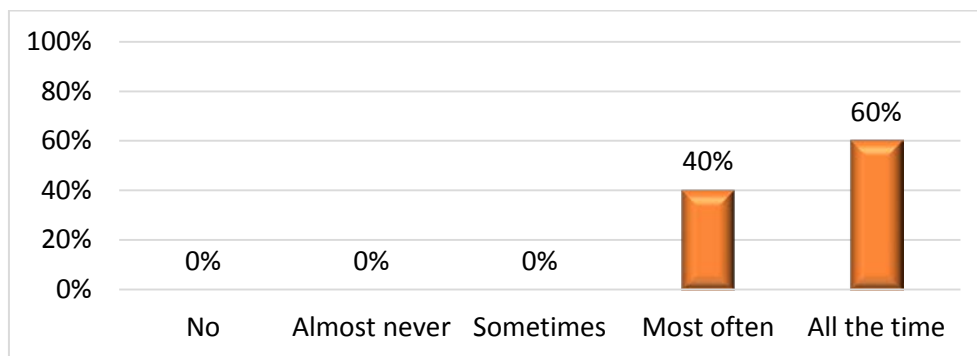
Social Emotional Learning ASES Site Coordinators\Certificated

Lead and Administrators (20 Responses)

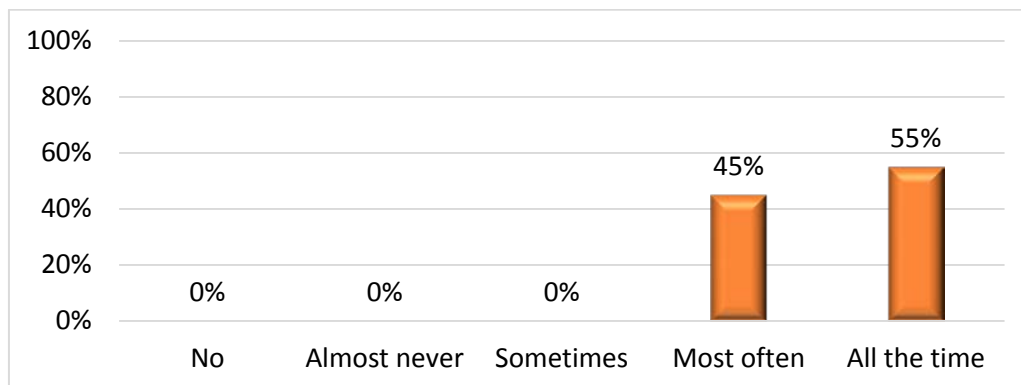
1. If your staff does not accomplish their goals, do you encourage them to try again?



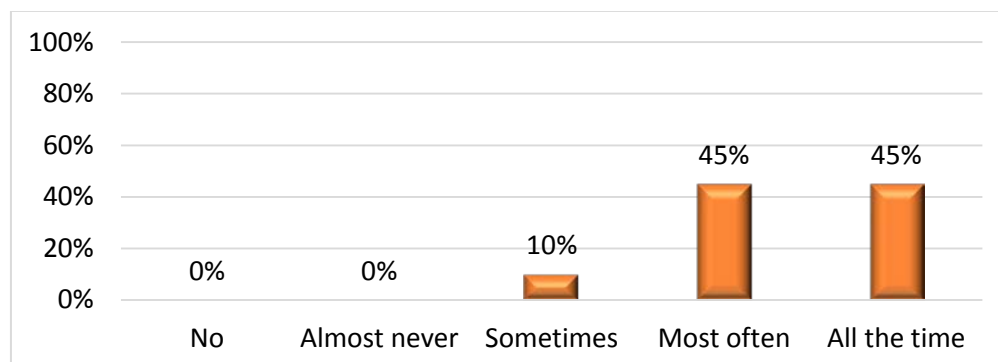
2. Do you praise your staff and students on their efforts and hard work?



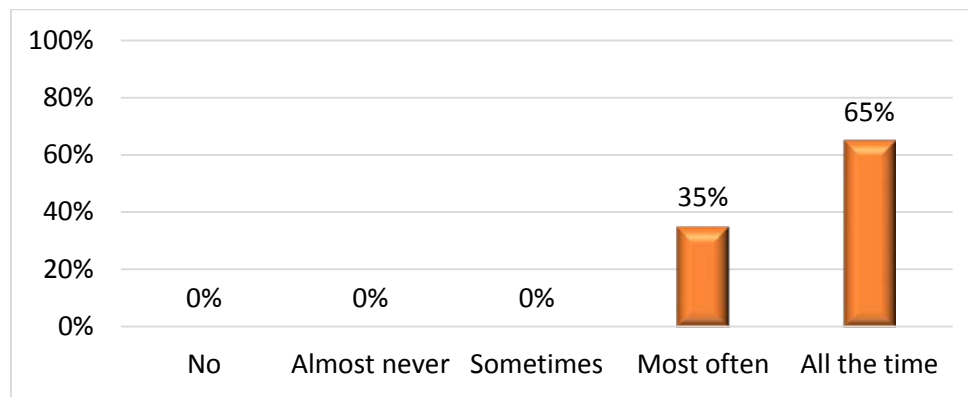
3. Do you motivate your staff to complete their daily tasks?



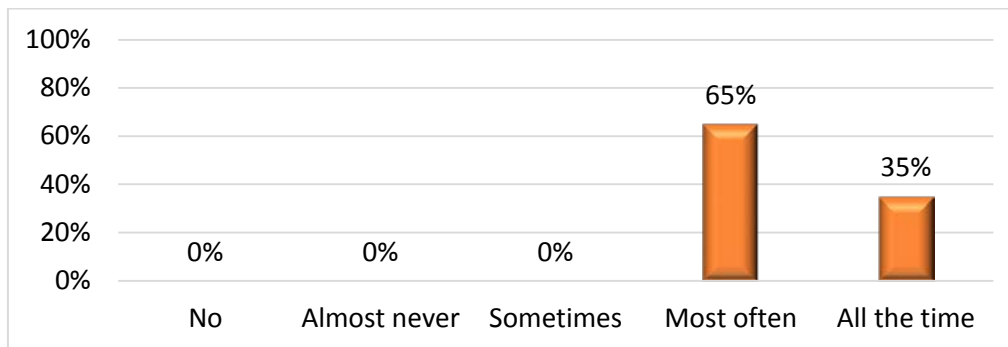
4. Do you praise your staff for being optimistic?



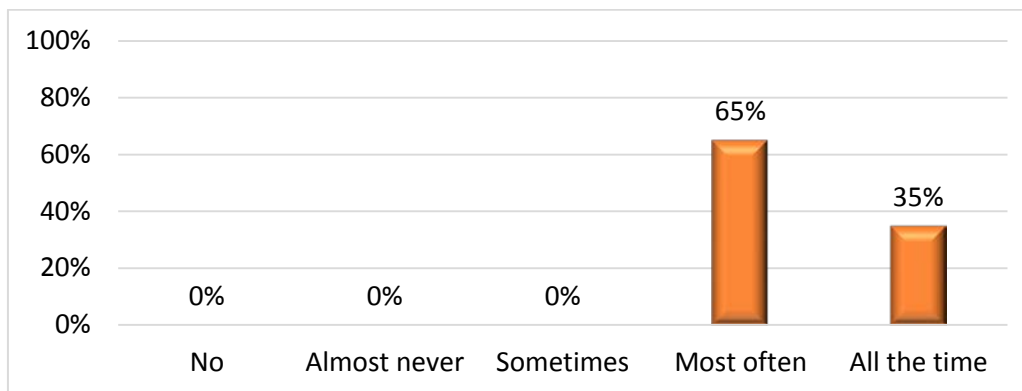
5. Do you find your team's interactions towards each other supportive?



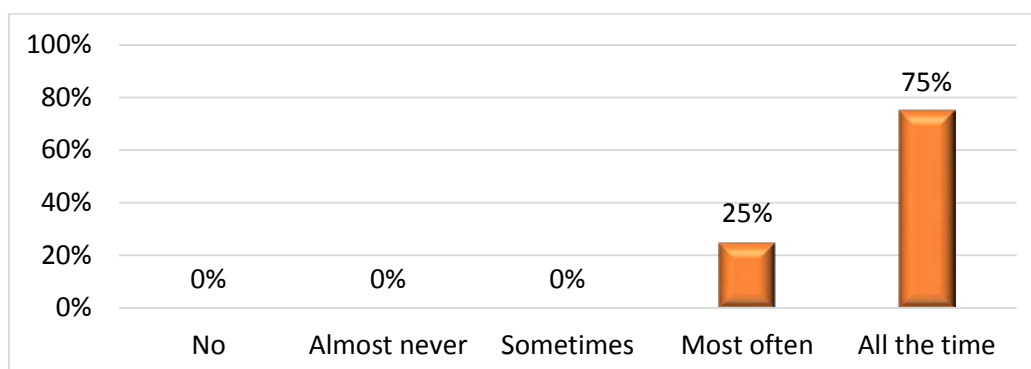
6. Do you find the relationship between your staff and students to be respectful?



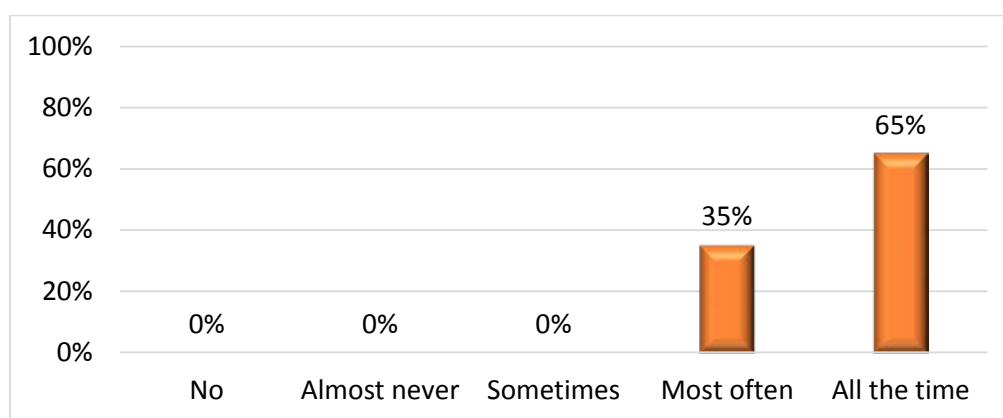
7. On most days, do you find your staff enthusiastic about working in the ASES Program?



8. If your staff is off task, do you feel confident in addressing the situation with them about it?



9. Do you take the opportunity to turn a mistake into a learning opportunity?



A total of 20 ASES Site Coordinators/Certificated Lead and Administrators took the Administrator Social Emotional Learning (SEL) Survey.

Grit: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often encourage their staff to try again when their staff is unable to accomplish their goals.

Growth Mindset: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often motivate their staff to complete their daily tasks.

Self-Management: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often find their team's interaction towards each other supportive.

Emotional Regulation: 100% of the ASES Site Coordinators/Certificated Lead and Administrators indicated that they most often turn a staff's mistake into a learning opportunity.

Review and Recommendations

In reviewing the SEL results, the data suggests that SEL support is a need for the students in the ASES Program. ASES school sites should work on ideas and methods to provide SEL support to help students build upon their social emotional wellbeing and identity as they come to school each day.

In addition, some ASES school sites are already working with wellness coordinators and Clovis Support and Intervention (CSI) in brining speakers to work with groups of identified students in the ASES Program in the area of SEL. It is recommended that, CUSD ASES school sites should replicate this model and integrate SEL into their daily lesson plans and activities to build student student's social emotional wellbeing. This will be an area of focus for the 2017-18 school year.

CONTACT PERSON: Don Ulrich

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

District administration will present a report on recent work around a review of the existing Intercultural and Diversity Advisory Council (IDAC) process.

DISCUSSION:

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:


Description	Upload Date	Type
IDAC Staff Report	1/18/2018	Backup Material

REVISIONS:

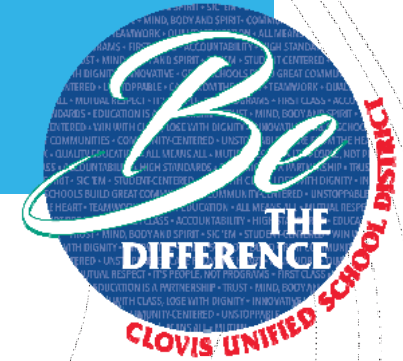
Clovis Unified Inter Cultural Diversity and Advisory Council (IDAC) Review

January 17, 2018

Eimear O'Farrell, Ed.D.
Superintendent



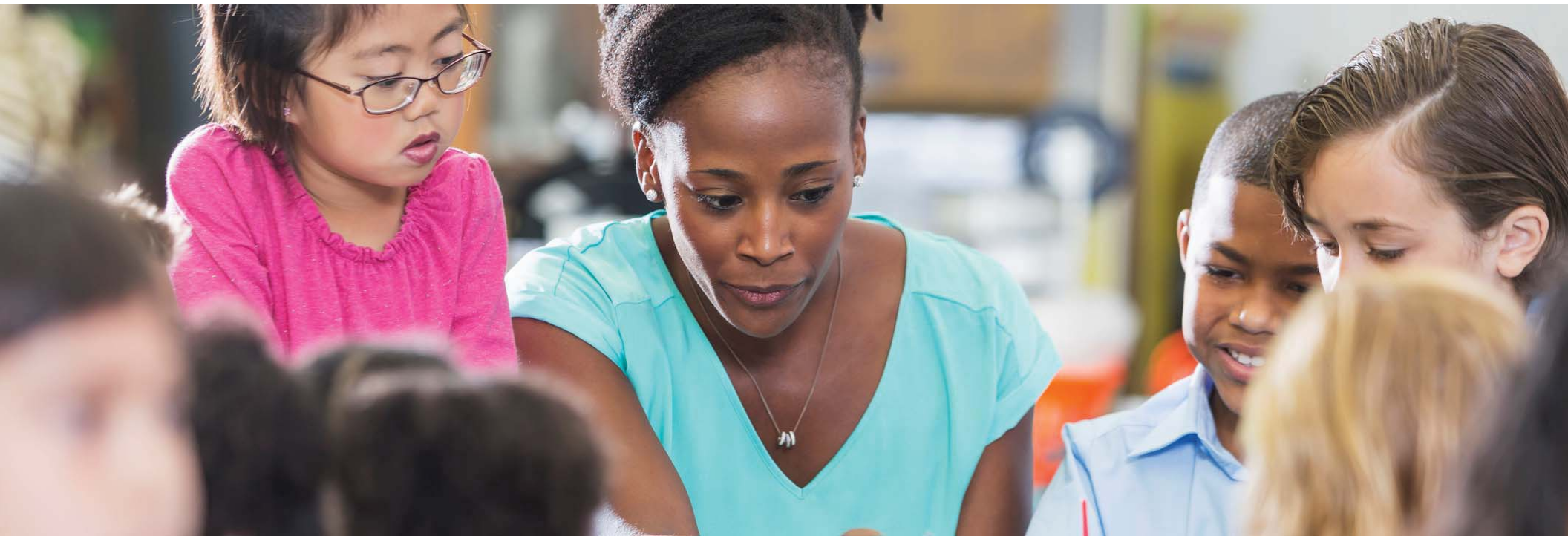
Superintendent





“Education revolves around teamwork and trust.”

Floyd “Doc” Buchanan, Ed.D.



“We already have an excellent system in IDAC, we don’t need to look any further. We just need to fully implement what we already have.”
- **Community Member**



“Intelligence plus character, that is the goal of true education.”

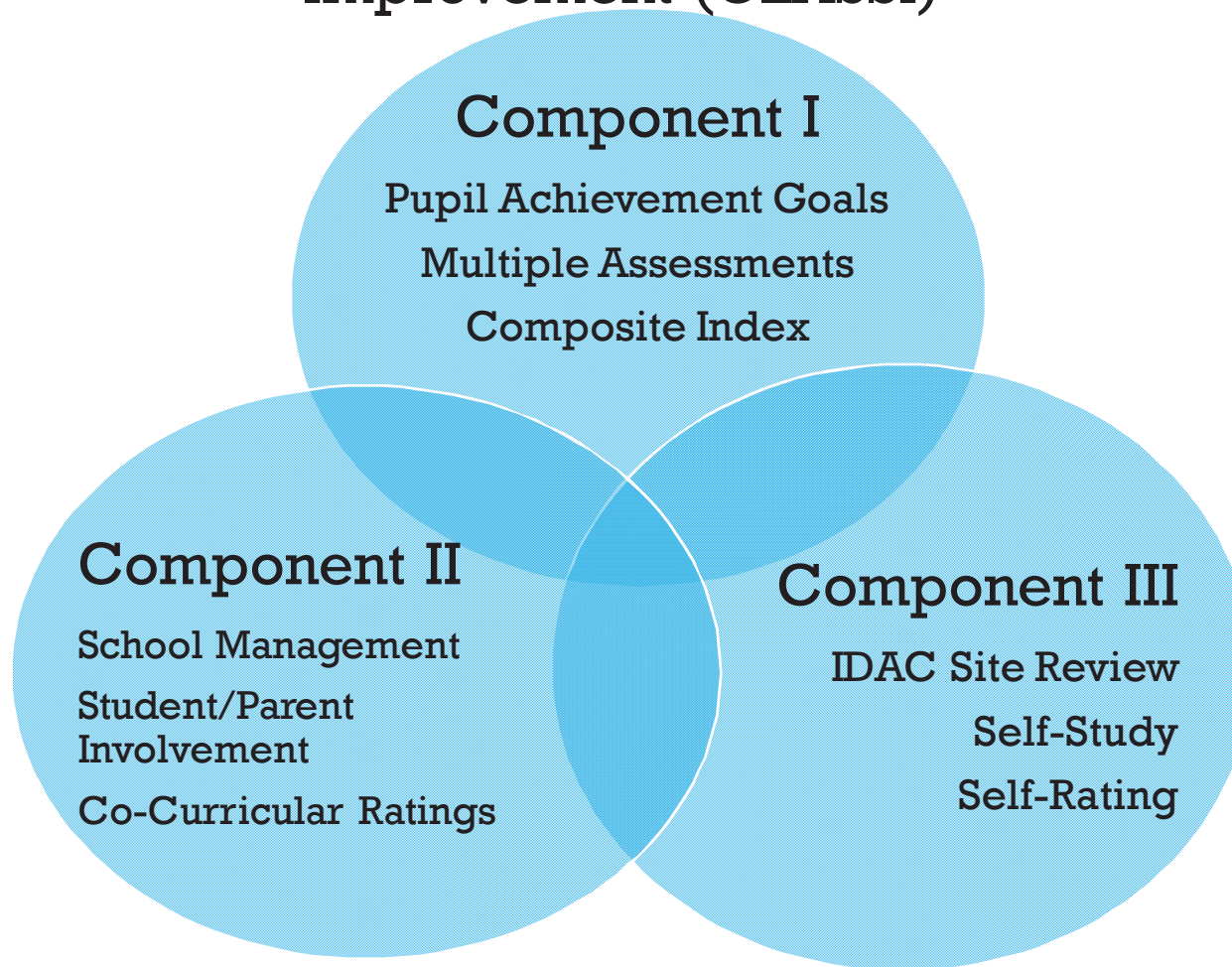
- Dr. Martin Luther King, Jr.

We are on a journey to:

- **Maximize Achievement for ALL Students**
- **Operate with Increasing Efficiency & Effectiveness**
- **Hire, Develop, Sustain and Value a High-Quality, Diverse Workforce**



Clovis Assessment System for Sustained Improvement (CLASSI)



Culture Defined....

“The characteristic features of everyday existence shared by people in a place or time; the customary beliefs, social forms, and material traits of a racial, religious, or social group.”

Merriam Webster Dictionary



Culture Defined for an Organization....

“The set of shared attitudes, values, goals, and practices that characterizes an institution or organization.”

Merriam Webster Dictionary



IDAC Components....

Hiring Action Plan	Focus Group Achievement	Student Human Relations Council	Racial Bias and Discrimination
Staff Training Promoting Understanding of Cultural Differences	Increase Participation of Underrepresented Groups	Educating Staff About Sexual Harassment and Gender Equity	Diverse Representation of Parents on Committees
Multicultural Education	Acceptance of Students and Staff with Disabilities	Addressing Issues Involving Racial and Sexual Harassment	Complaint Handling Procedures



12 Components of IDAC

- **Hiring for Diversity Action Plan:** How have you implemented a hiring action plan that reflects our multi-racial society?
- **Staff Training Promoting Understanding of Cultural Differences:** What training has your staff had to promote understanding and appreciation of cultural differences.
- **Multicultural Education:** How have you integrated multicultural education into your curriculum?



12 Components of IDAC

- **Focus Group Achievement:** What strategies and methods have been employed to improve the achievement of students in the focus groups? Significant sub-groups are being addressed and monitored to meet educational goals.
- **Increase Participation of Underrepresented Groups:** What do you do to increase the participation of underrepresented groups as student leaders, and participants in co-curricular programs and activities.



12 Components of IDAC

- **Acceptance of Students and Staff with Disabilities:** What do you do to promote acceptance, understanding, and interaction of students or staff with disabilities?
- **Student Human Relations Council:** How do you satisfy the recommendation to establish a student human relations council to promote positive intergroup relations and assist in problem resolution?



12 Components of IDAC

- **Educating Students and Staff About Sexual Harassment and Gender Equity:** How have students and staff been educated about Sexual Harassment and Gender Equity policies?
- **Addressing Issues Involving Racial & Sexual Harassment:** How do you address incidents and issues that involve racial or sexual comments and/or harassment between students and staff?



12 Components of IDAC

- **Racial Bias Discrimination:** How have you implemented the district policy to promote an environment free of racial bias and discrimination?
- **Diverse Representation of Parents on Committees:** How do you ensure diverse representation and participation of your parents and community on all district and school site committees?
- **Complaint Handling Procedures:** Describe what you have done to develop and adopt complaint handling procedures that are clearly understood by staff, students and parents?

CLASSI Component III

Site Self-Assessment ❖ Site Visitation



We are on a journey to:

- **Maximize Achievement for ALL Students**
- **Operate with Increasing Efficiency & Effectiveness**
- **Hire, Develop, Sustain and Value a High-Quality, Diverse Workforce**



Part II

February 7, 2018





Board Agenda Item

Friday, December 22, 2017

Title: Conference Requests

Agenda Item: Q. - 1.

CONTACT PERSON: Norm Anderson

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the Conference Requests, as submitted.

DISCUSSION:

A list of Conference Requests submitted for Board approval is attached.

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Conference Requests - 1-17-18	1/10/2018	Backup Material

REVISIONS:

Conference Requests
January 17, 2018

Departure	Return	Attendee	Site/Dept	Account	Conference	Location	Purpose for Attending
10/27/2017 <i>*Ratified</i>	10/31/2017	Aprille Meza	SSSA	Conf./Travel Supplemental Services	National Association for the Education of Homeless Children and Youth (NAEHCY) Conference 2017	Chicago, IL	Learn strategies to help and support students through adversity and during challenging times
12/18/2017 <i>*Ratified</i>	12/23/2017	Cari Loete	Clovis North	Band Foundation Account	The Midwest Clinic	Chicago, IL	Supervise students at the world's largest music educational conference
1/24/2018	1/28/2018	Marian Battles	Sports & Rec	CCVB - Girls	AVC Dallas Qualifier 18's	Dallas, TX	Coach students at the AVC Dallas Qualifier 18's
1/26/2018	2/1/2018	Karen Boone	Clovis West	Clovis West Assist Supt Budget	Bellwether Awards	Orlando, Florida	Accept the Bellwether Award on behalf of Clovis West and serve as a presenter at the conference
2/16/2018	2/19/2018	Victoria Hinderaker	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Kieran Roblee	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Jeff Wanderer	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Rudy Barajas	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Hunter Knight	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Chris Garcia	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/16/2018	2/19/2018	Justin Pritchett	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament

Conference Requests
January 17, 2018

2/16/2018	2/19/2018	Richard Saldivar	Sports & Rec	CCVB Girls	Las Vegas Classic Tournament	Las Vegas, NV	Supervise and coach athletes at volleyball tournament
2/23/2018	2/25/2018	Will Pierce	Clovis North	Football Foundation	Glazier Clinics	Los Angeles, CA	Gain professional development in football coaching
2/26/2018	3/1/2018	Roman Gonzalez	Clovis North	Special Olympics	Special Olympics Unified Champion Schools National Conf	San Antonio, TX	Attend Special Olympics Unified National Conference
2/27/2018	3/4/2018	Kaitlin Kruser	Reyburn	Principal's Discretionary / Travel	2018 CADA Annual Convention	Reno, NV	Attend annual Activities Director convention
2/27/2018	3/4/2018	Sarah Burress	Clovis East	Principal's Discretionary / Travel	2018 CADA Annual Convention	Reno, NV	Attend annual Activities Director convention
3/2/2018	3/4/2018	Will Pierce	Clovis North	Football Foundation	Glazier Clinics	Reno, NV	Professional development for football coaching staff
3/3/2018	3/7/2018	Melissa Ulam	Campus Catering	Campus Catering	School Nutrition Association Annual Conference	Washington, D.C.	Participate in legislative actions that are happening in school nutrition. Receive updated information on senate bills that may affect the district
3/5/2018	3/11/2018	Ronda Schmidt	Special Education	Special Education	2018 General & Sp. Ed. Conference	Seattle, WA	Gain professional development in educating Special Ed students
3/9/2018	3/12/2018	David Weischmann	Sports & Rec	CCVB Girls	Colorado Crossroads 15's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/9/2018	3/12/2018	Kyle Peterson	Sports & Rec	CCVB Girls	Colorado Crossroads 15's	Denver, CO	Supervise and coach athletes at volleyball tournament

Conference Requests
January 17, 2018

3/11/2018	3/16/2018	David Weber	Special Education	Special Education	Youth Mental Health First Aid Instructor Training Course	Denver, CO	Become an instructor for Youth Mental Health First Aid
3/13/2018	3/17/2018	Jesse Hardwick	Clovis High	Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	Supervision of softball team competing in tournament
3/13/2018	3/17/2018	Mike Noel	Clovis High	Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	Coach softball team competing in tournament
3/13/2018	3/17/2018	Michael Salazar	Clovis High	Foundation	Kick Off Classic Softball Tournament	Las Vegas, NV	Coach softball team competing in tournament
3/15/2018	3/19/2018	Kieran Roblee	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/15/2018	3/19/2018	Jeff Wanderer	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/15/2018	3/19/2018	Justin Pritchett	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/15/2018	3/19/2018	Rudy Barajas	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/15/2018	3/19/2018	Jason Chacon	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/15/2018	3/19/2018	Hunter Knight	Sports & Rec	CCVB Girls	Colorado Crossroads 16-18's	Denver, CO	Supervise and coach athletes at volleyball tournament
3/17/2018	3/22/2018	Monica Schneider	Child Development	Campus Club	National After-School Association	Atlanta, GA	Gain professional growth in the area of after-school programs
3/17/2018	3/22/2018	Drew Torosian	Child Development	Campus Club	National After-School Association	Atlanta, GA	Gain professional growth in the area of after-school programs
3/17/2018	3/22/2018	Michael McGarity	Child Development	Campus Club	National After-School Association	Atlanta, GA	Gain professional growth in the area of after-school programs

Conference Requests
January 17, 2018

3/25/2018	3/28/2018	Rudy Barajas	Clovis North	Boys Volleyball ASB	Las Vegas Easter Classic Tournament	Las Vegas, NV	Coach and supervise students at volleyball tournament
3/25/2018	3/28/2018	Jaicee Tuel	Clovis North	Boys Volleyball ASB	Las Vegas Easter Classic Tournament	Las Vegas, NV	Coach and supervise students at volleyball tournament
3/25/2018	3/28/2001	Reyes Soria	Clovis North	Boys Volleyball ASB	Las Vegas Easter Classic Tournament	Las Vegas, NV	Coach and supervise students at volleyball tournament
3/25/2018	3/28/2018	Coby Lindsey	Clovis North	Boys Volleyball ASB, Athletics ASB Account	Las Vegas Easter Classic Tournament	Las Vegas, NV	Supervise students at volleyball tournament.
4/14/2018	4/17/2018	Dana Parker	HR	Conference Travel	TalentEdge (Formerly eSchool Solutions Summit)	Kansas City, MO	Gain professional development for Substitute System (user group conference)
4/15/2018	4/17/2018	Melissa Manion	HR	Conference Travel	TalentEdge (Formerly eSchool Solutions Summit)	Kansas City, MO	Gain professional development for Substitute System (user group conference)
4/17/2018	4/22/2018	Mary Allen	Clovis North	Robotics ASB Account	FIRST Robotics Championships	Houston, TX	Robotics National Championship Competition
4/17/2018	4/22/2018	Shannon Rooney	Clovis North	Robotics ASB Account	FIRST Robotics Championships	Houston, TX	Supervise students competing in Robotics National Championship Competition
4/17/2018	4/22/2018	Josh Olson	Clovis North	Robotics ASB Account	FIRST Robotics Championships	Houston, TX	Supervise students competing in Robotics National Championship Competition
4/17/2018	4/22/2018	Jonathan Bowns	Clovis North	Robotics ASB Account	FIRST Robotics Championships	Houston, TX	Supervise students competing in Robotics National Championship Competition
4/20/2018	4/25/2018	Deanna Ruby	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education

Conference Requests
January 17, 2018

4/20/2018	4/25/2018	Nicole Donnelly	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Katie Shea	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Whitney Swillis	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Stacey Tafoya	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Meaghan Young	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Shanna Tyson	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/21/2018	4/25/2018	Kris Lachs	Special Education	Special Education	LRP National Institute Conference	Dallas, TX	Gain professional development by learning the newest laws affecting Special Education
4/25/2018	5/1/2018	Lavinia Terra	Clovis North	U.S. Department of Energy	National Science Bowl High School Competition	Washington, D.C.	Supervise students at national science competition
4/25/2018	5/1/2018	Chris Long	Clovis North	U.S. Department of Energy	National Science Bowl High School Competition	Washington, D.C.	Supervise students at national science competition
4/25/2018	5/1/2018	Kay Barrie	Clovis North	U.S. Department of Energy	National Science Bowl High School Competition	Washington, D.C.	Supervise students at national science competition

Conference Requests
January 17, 2018

4/25/2018	5/1/2018	Chris Long	Clovis North	U.S. Department of Energy	National Science Bowl Middle School Competition	Washington, D.C.	Supervise students at national science competition
4/25/2018	5/1/2018	Kay Barrie	Clovis North	U.S. Department of Energy	National Science Bowl Middle School Competition	Washington, D.C.	Supervise students at national science competition
4/25/2018	4/30/2018	Katelyn Khal	Clovis North	Health Grant	Far West Athletic Trainers' Association Annual Conference	Las Vegas, NV	Obtain continuing education unit and maintain certification as an Athletic Trainer
4/26/2018	4/29/2018	Spencer Hannibal-Smith	Clovis East	Timberwolves Foundation	Reno Jazz Festival	Reno, NV	Supervise students participating in the Reno Jazz Festival
4/26/2018	4/29/2018	Adam Elmore	Clovis East	Timberwolves Foundation	Reno Jazz Festival	Reno, NV	Supervise students participating in the Reno Jazz Festival
4/26/2018	4/29/2018	Shannon Weber	Clovis East	Timberwolves Foundation	Reno Jazz Festival	Reno, NV	Supervise students participating in the Reno Jazz Festival
5/1/2018	5/8/2018	Kimberly Schmidt	Sports & Rec	Clovis United	The Summit National Championships	Orlando, FL	Attend national championship and coach and supervise students
5/1/2018	5/8/2018	Alyssa Troutt	Sports & Rec	Clovis United	The Summit National Championships	Orlando, FL	Attend national championship and coach and supervise students
5/1/2018	5/8/2018	Megan Gonzalez	Sports & Rec	Clovis United	The Summit National Championships	Orlando, FL	Attend national championship and coach and supervise students
5/1/2018	5/8/2018	Benjamin Van Campen	Sports & Rec	Clovis United	The Summit National Championships	Orlando, FL	Attend national championship and coach and supervise students

Conference Requests
January 17, 2018

5/1/2018	5/8/2018	Bethany Pierce	Sports & Rec	Clovis United	The Summit National Championships	Orlando, FL	Attend national championship and coach and supervise students
5/13/2018	5/19/2018	Matt Carter	Clovis North	Principal Foundation	ISEF International Science Fair	Pittsburg, PA	Attend International Science and Engineering Fair
6/8/2018	6/11/2018	Sandra Hahn	Clovis West	LCAP Performing Arts for Transportation	Oregon Shakespeare Festival	Ashland, OR	Supervise students travelling to see live theatrical performances
6/8/2018	6/11/2018	Alyson Rocco	Clovis North	Drama ASB	Oregon Shakespeare Festival	Ashland, OR	Supervise students attending Oregon Shakespeare Festival
6/16/2018	6/23/2018	Andrew Botwin	Clovis North	ASB Account	2018 NSDA National Championships	Fort Lauderdale, FL	Supervise students attending National Championships.



Board Agenda Item

Friday, December 22, 2017

Title: Fundraiser Requests

Agenda Item: Q. - 2.

CONTACT PERSON: Norm Anderson

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the Fundraiser Requests, as submitted.

DISCUSSION:

A list of Fundraiser Requests submitted for Board approval is attached.

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Fundraiser Requests - 1-17-18	1/9/2018	Backup Material

REVISIONS:

Fundraiser Requests
January 17, 2018

School	Advisor	Start Date	End Date	Organization	Description	Fund	Vendor
Buchanan High	Jason James	1/29/2018	1/29/2018	Buchanan AVID Program	Family Restaurant Night	Associated Student Body	Chipotle Mexican Grill
Buchanan High	Jason James	2/21/2018	2/21/2018	Buchanan AVID Program	Family Restaurant Night	Associated Student Body	Giuseppe Gallo's
Buchanan High	Nancy Majors	1/18/2018	2/17/2018	BHS & ASI Baseball Dinner and Dance	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Foundation/Booster Organization	Clovis Rodeo Grounds
Clark Intermediate	Wynona Byrom	2/2/2018	4/30/2018	Clark Baseball	Golf Tournaments*	Parent Teacher Club	Dragonfly
Clovis East High	Shannon Weber, A. Gilroy, Spencer Hannibal-Smith	1/18/2018	1/24/2018	REC Instrumental Music Program	Family Restaurant Night*	Foundation/Booster Organization	Me and Ed's
Clovis High	James Patrick	1/18/2018	2/13/2018	Clovis High Baseball	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Foundation/Booster Organization	Dog House Grill
Clovis High	Kathy Blumer	2/8/2018	2/26/2018	Clovis High Choir	Discount Coupon Sales*	Foundation/Booster Organization	Jamba Juice
Clovis High	Esmeralda Lozano	1/18/2018	2/2/2018	Clovis High Band	Miscellaneous Gift/Catalogue Items Sold (w/o food)	Foundation/Booster Organization	Gold Canyon Candles
Clovis High	Esmeralda Lozano	2/5/2018	2/19/2018	Clovis High Band	Candy Sales*	Foundation/Booster Organization	World's Finest Chocolates
Clovis High	Katie Wayne	1/22/2018	1/31/2018	Clovis High Forensics	Candy Sales*	Foundation/Booster Organization	See's Candies
Clovis High	Vannessa Leon	2/1/2018	2/14/2018	Clovis High Class of 2020	Candy and Flower-Gram Sales*	Foundation/Booster Organization	Costco, Smart and Final
Clovis High	Darryl Miller	2/19/2018	3/9/2018	Clovis High AASU	Staff BBQ Lunch Ticket Sales*	Associated Student Body	Costco
Clovis High	Kathy Blumer	2/24/2018	2/24/2018	Clovis High Choir	Music Dessert Lovers Performance*	Associated Student Body	Costco
Clovis High	Kathy Blumer	1/23/2018	1/23/2018	Clovis High Choir	Family Restaurant Night*	Foundation/Booster Organization	Chipotle Mexican Grill
Clovis High	Katie Wayne	3/1/2018	3/17/2018	Clovis High Forensics	Candy Sales*	Associated Student Body	Costco

**In compliance with Board Policy No. 8402*

Fundraiser Requests
January 17, 2018

Clovis North High	Jed Noonkester	1/18/2018	6/30/2018	CNEC Boys Golf	Family Restaurant Night	Foundation/Booster Organization	Giuseppe Gallo's
Clovis North High	Chad Hayden	1/18/2018	6/8/2018	CNEC Forensics	Family Restaurant Night*	Foundation/Booster Organization	Dutch Bros. Coffee
Clovis North High	Kamal Traxinger	1/18/2018	6/8/2018	CNEC Desi Club	Craft Fair	Associated Student Body	Custom Ink, Walmart, Costco, Sam's Club
Clovis North High	Lavinia Terra	2/8/2018	6/8/2018	CNEC Unheard Cries Club	Family Restaurant Night	Associated Student Body	Habit Burger
Clovis North High	Lavinia Terra	2/8/2018	6/8/2018	CNEC Unheard Cries Club	Donations for Charitable Organizations	Associated Student Body	None
Clovis North High	Tony Amundsen	1/18/2018	6/30/2018	CNEC Boys Basketball	Apparel Sales	Foundation/Booster Organization	Square Heart Shops
Clovis North High	Lavinia Terra	1/18/2018	6/8/2018	CNEC - Unheard Cries Club	Aladdin-Gram Sales to Support Third World Countries	Associated Student Body	Walmart
Clovis West High	Barbara Bethel-Dorr	3/5/2018	3/15/2018	Clovis West Track and Field	Candy Sales*	Associated Student Body	World's Finest Chocolates
Clovis West High	Shannon Wetzel	2/3/2018	2/3/2018	Clovis West Pep & Cheer	Family Restaurant Night*	Foundation/Booster Organization	Field House
Clovis West High	Barbara Bethel-Dorr	1/19/2018	5/25/2018	Clovis West Track and Field	Family Restaurant Night*	Associated Student Body	Chick-fil-A, Habit Burger, Panda Express, Chipotle Mexican Grill, Pieology, Logan's Roadhouse
Clovis West High	Jason Simonetti	1/18/2018	1/18/2018	Clovis West Boys Golf	Family Restaurant Night*	Associated Student Body	Chipotle Mexican Grill
Clovis West High	Barbara Bethel-Dorr	2/20/2018	2/20/2018	Clovis West Track and Field	Various "A-thons" (i.e., Jog-A-Thons, Basketball Shoot-A-Thons)	Foundation/Booster Organization	None
Clovis West High	Barbara Bethel-Dorr	3/9/2018	3/9/2018	Clovis West Track and Field	Taco Night*	Foundation/Booster Organization	Gonzalez Foods
Clovis West High	Barbara Bethel-Dorr	1/19/2018	3/30/2018	Track and Field	Ads in Programs/Posters	Foundation/Booster Organization	Valley Type and Design
Fort Washington Elementary	Terra Brusseau	4/13/2018	4/13/2018	Fort Washington Parent Association	Mother-Son Dance	Parent Teacher Club	None
Freedom Elementary	Amber McCutchen	1/18/2018	6/8/2018	Freedom Pep and Cheer	Spirit Wear/Spirit Packs	Associated Student Body	None

**In compliance with Board Policy No. 8402*

Fundraiser Requests
January 17, 2018

Kastner Intermediate	Ron Zearley	1/18/2018	1/18/2018	Kastner Baseball	Family Restaurant Night*	Parent Teacher Club	Press Box
Kastner Intermediate	Brooke Jackson	9/5/2018	9/7/2018	Kastner Cross Country	Euro Classic Cross Country Meet	Parent Teacher Club	None
Kastner Intermediate	Brooke Jackson	8/13/2018	10/1/2018	Kastner Cross Country	Miscellaneous Gift/Catalogue Items Sold (w/o food)	Parent Teacher Club	Jamba Juice
Kastner Intermediate	Brooke Jackson	9/5/2018	9/5/2018	Kastner Cross Country	Family Restaurant Night*	Parent Teacher Club	Pizza Factory
Kastner Intermediate	Brooke Jackson	8/13/2018	9/7/2018	Kastner Cross Country	Spirit Wear/Spirit Packs	Parent Teacher Club	Ink Dab
Miramonte Elementary	Brittany Salley	3/26/2018	4/18/2018	Miramonte Cheer	Entertainment/Coupon Books	Associated Student Body	Red Carpet Carwash
Miramonte Elementary	Brittany Salley	3/5/2018	4/4/2018	Miramonte Cheer	Candle Sales	Associated Student Body	Gold Canyon Candles
Miramonte Elementary	Brittany Salley	3/5/2018	4/18/2018	Miramonte Cheer	Family Restaurant Night*	Associated Student Body	Jamba Juice
Reagan Elementary	Heather Hennecke, Amanda Banks	1/18/2018	1/24/2018	Reagan PTC	Family Restaurant Night*	Parent Teacher Club	Figaro's
Reagan Elementary	Amanda Banks, Amanda Caress, Heather Hennecke	2/16/2018	3/3/2018	Reagan PTC	Adult Dinners/Dance (i.e., BBQs, crab feasts)*	Parent Teacher Club	Fresno State Catering
Reagan Elementary	Heather Ely, Lisa Darneal, Melissa O'Leary, Antoinette Alexander	2/1/2018	2/15/2018	Reagan Pep and Cheer	Paint Night	Associated Student Body	DiCicco's
Red Bank Elementary	Jennifer Johnson	1/23/2018	1/23/2018	Red Bank PTC	Family Restaurant Night*	Parent Teacher Club	Mickey's Yogurt
Red Bank Elementary	Nancy Audas	2/20/2018	2/20/2018	Red Bank PTC	Family Restaurant Night*	Parent Teacher Club	Chipotle Mexican Grill

**In compliance with Board Policy No. 8402*

Fundraiser Requests
January 17, 2018

Temperance-Kutner Elementary	Sandy Paez	4/2/2018	5/18/2018	Temperance-Kutner PTC	Mother-Son Event*	Parent Teacher Club	Blackbeard's, Cal Skate Clovis
Temperance-Kutner Elementary	Sandy Paez	5/3/2018	5/21/2018	Temperance-Kutner PTC	Fun Spring Class Pictures	Parent Teacher Club	Larson Brothers
Temperance-Kutner Elementary	Sandy Paez	3/23/2018	4/20/2018	Temperance-Kutner PTC	Rodeo Family Dance*	Parent Teacher Club	Costco, Smart and Final, Sam's Club
Temperance-Kutner Elementary	Lada Xiong	1/18/2018	2/23/2018	Temperance-Kutner 6th Grade	Candy Sales*	Associated Student Body	World's Finest Chocolates
Temperance-Kutner Elementary	Sandy Paez	2/9/2018	3/2/2018	Temperance-Kutner PTC	Father-Daughter Dance*	Parent Teacher Club	Smart and Final, Costco, Oriental Trading Company, Garcia Catering
Temperance-Kutner Elementary	Candace Helgren	5/21/2018	6/8/2018	Temperance-Kutner Library	Book Fair	Parent Teacher Club	Scholastic Book Fair



Board Agenda Item

Friday, December 22, 2017

Title: Student Trip Requests

Agenda Item: Q. - 3.

CONTACT PERSON: Norm Anderson

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the Student Trip Requests, as submitted.

DISCUSSION:

A list of Student Trip Requests submitted for Board approval is attached.

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Student Trip Requests - 1-17-18	1/12/2018	Backup Material

REVISIONS:

Student Trip Requests January 17, 2018

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50264	CNEC Girls Basketball	12/20/2017 7:00 <i>*Ratified</i>	12/23/2017 19:00	CNH/ATH-0500-Van-BrdApp	Studio City, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49853	CNEC Pep and Cheer	1/12/2018 16:00 <i>*Ratified</i>	1/13/2018 23:00	CNH-NONE-BrdApp	Tustin, CA	0
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49933	CCUR CNHS Boys Water Polo	1/12/2018 6:00:00 AM <i>*Ratified</i>	1/14/2018 18:00	CCUR-CNHS-Car-BrdApp	San Diego, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
46978	CEHS Ag	1/19/2018 15:00	1/20/2018 19:00	CEH-NONE-BrdApp	Grass Valley, CA	7
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49732	CCUR Royal Water Polo	1/19/2018 6:00	1/21/2018 18:00	CCUR-NONE-BrdApp	Santa Barbara, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50003	CEHS Ag	1/19/2018 15:00	1/20/2018 19:00	CEH-NONE-BrdApp	Grass Valley, CA	7
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49730	CCUR Royal Water Polo	1/20/2018 6:00	1/21/2018 18:00	CCUR-NONE-BrdApp	Sacramento, CA	45
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49727	CCUR Royal Water Polo	1/26/2018 6:00	1/28/2018 18:00	CCUR-NONE-BrdApp	Bay Area, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50174	CNEC Special Olympics	1/28/2018 6:30	1/30/2018 18:00	CNH-NONE-BrdApp	Lakeshore, CA	2
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49660	CWHS Wrestling	2/1/2018 7:00	2/3/2018 23:00	CWH/ATH-ASB-Van-BrdApp	Fremont, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49728	CCUR Royal Water Polo	2/2/2018 6:00	2/4/2018 18:00	CCUR-NONE-BrdApp	Bay Area, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50184	BHS Drama	2/2/2018 8:00	2/4/2018 19:00	BHS-ASB-Van-BrdApp	Folsom, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50299	BHS Drama	2/2/2018 8:00	2/4/2018 19:00	BHS-ASB-Van-BrdApp	Folsom, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49731	CCUR Royal Water Polo	2/3/2018 6:00	2/4/2018 18:00	CCUR-NONE-BrdApp	Sacramento, CA	45
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49729	CCUR Royal Water Polo	2/9/2018 6:00	2/11/2018 18:00	CCUR-NONE-BrdApp	Bay Area, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49733	CCUR Royal Water Polo	2/9/2018 6:00	2/11/2018 18:00	CCUR-NONE-BrdApp	Irvine, CA	60
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49890	CCUR CNHS Boys Water Polo	2/9/2018 6:00	2/11/2018 18:00	CCUR-CNHS-Car-BrdApp	Irvine, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50369	CCUR Clark Boys Water Polo	2/9/2018 6:00	2/11/2018 18:00	CCUR-NONE-BrdApp	Santa Ana, CA	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49704	CEHS Choir	2/15/2018 7:00	2/17/2018 22:00	CEH-FDN-Van-BrdApp	San Jose, CA	2
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50004	BHS Choir	2/15/2018 8:00	2/17/2018 21:00	BHS-NONE-BrdApp	San Jose, CA	2

Student Trip Requests January 17, 2018

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49983	CCUR Central Cal Girls Volleyball	2/16/2018 6:00	2/19/2018 22:00	CCUR-NONE-BrdApp	Las Vegas, NV	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50221	CHS Boys Tennis	2/16/2018 10:00	2/17/2018 18:00	CHS/ATH-FDN-Van-BrdApp	Bakersfield, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50251	CCUR Tsunami Volleyball	2/16/2018 12:00	2/19/2018 17:00	CCUR-NONE-BrdApp	San Jose, CA	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49985	CCUR Central Cal Girls Volleyball	2/17/2018 6:00	2/19/2018 18:00	CCUR-NONE-BrdApp	San Mateo, CA	120
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49722	CHS Cheer	2/22/2018 10:00	2/25/2018 22:00	CHS-0500-CharterBus-BrdApp	Anaheim, CA	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50204	CEHS Pep and Cheer	2/22/2018 10:00	2/27/2018 23:00	CEH-FDN-CharterBus-BrdApp	Anaheim, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50258	CNEC Wrestling	2/22/2018 6:00	2/24/2018 22:00	EDSV-PLAYOFF-Van-BrdApp	Bakersfield, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50310	Kastner USA Jr. Nationals	2/23/2018 7:00	2/26/2018 18:00	KAS-NONE-BrdApp	Anaheim, CA	0
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49936	CNEC Boys Golf	2/25/2018 6:00	2/26/2018 22:00	CNH/ATH-0500-Van-BrdApp	Santa Maria, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50176	CNEC Special Olympics	2/26/2018 6:30	3/1/2018 20:00	CNH-NONE-BrdApp	San Antonio, TX	0
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50237	CEHS Boys Golf	2/27/2018 7:00	3/2/2018 20:00	CEH/ATH-0500-Van-BrdApp	Paso Robles, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50183	CEHS Softball	3/1/2018 8:00	3/4/2018 21:00	CEH/ATH-0500-Van-BrdApp	Elk Grove, CA	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50186	CEHS Swim	3/1/2018 6:00	3/4/2018 21:00	CEH/ATH-0500-CharterBus-	San Luis Obispo, CA	75
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50257	CNEC Wrestling	3/1/2018 5:00	3/3/2018 22:00	EDSV-PLAYOFF-Van-BrdApp	Bakersfield, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49987	CCUR Central Cal Girls Volleyball	3/2/2018 14:00	3/4/2018 22:00	CCUR-NONE-BrdApp	San Jose, CA	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49988	CCUR Central Cal Girls Volleyball	3/3/2018 14:00	3/4/2018 22:00	CCUR-NONE-BrdApp	Visalia, CA	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50222	CHS Delta College Invitational	3/7/2018 8:00	3/8/2018 18:00	CHS-FDN-CharterBus-BrdApp	Stockton, CA	48
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49734	CCUR Royal Water Polo	3/9/2018 6:00	3/11/2018 18:00	CCUR-NONE-BrdApp	Irvine, CA	60
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49774	CNEC AASU Club	3/9/2018 11:00	3/11/2018 23:00	CNH-NONE-BrdApp	San Jose, CA	8
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49893	CHS BSCU Leadership Conference	3/9/2018 8:00	3/11/2018 17:30	CHS-ASB-Van-BrdApp	San Jose, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49989	CCUR Central Cal Girls Volleyball	3/9/2018 14:00	3/12/2018 22:00	CCUR-NONE-BrdApp	Denver, CO	10

Student Trip Requests January 17, 2018

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49993	CHS Softball	3/13/2018 15:00	3/17/2018 22:00	CHS-0500-Van-BrdApp	Las Vegas, NV	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49990	CCUR Central Cal Girls Volleyball	3/15/2018 14:00	3/19/2018 22:00	CCUR-NONE-BrdApp	Denver, CO	32
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49991	CHS Softball	3/15/2018 15:00	3/17/2018 22:00	CHS-0500-Van-BrdApp	Las Vegas, NV	18
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49499	CEHS Band	3/16/2018 12:30	3/18/2018 19:30	CEH-FDN-Van-BrdApp	Union City, CA	15
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50118	CHS WGI Color Guard	3/16/2018 7:30	3/18/2018 20:30	CHS-0500-Van-BrdApp	Union City, CA	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50005	BHS AVID College Visit	3/20/2018 8:00	3/21/2018 17:00	BHS-ASB-CharterBus-BrdApp	Davis, CA	44
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50179	CNEC Robotics	3/21/2018 11:00	3/24/2018 21:00	CNH-ASB-Van-BrdApp	Davis, CA	15
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49845	BHS Orchestra	3/22/2018 8:00	3/27/2018 21:00	BHS-NONE-BrdApp	Portland, OR	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50185	BHS Drama	3/23/2018 8:00	3/25/2018 1:00	BHS-ASB-CharterBus-BrdApp	Fullerton, CA	40
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50210	CNEC CTE	3/23/2018 14:40	3/25/2018 13:00	CNH-NONE-BrdApp	Los Angeles, CA	16
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50235	CHS Philharmonic	3/25/2018 7:30	3/27/2018 3:30	CHS-FDN-CharterBus-BrdApp	Anaheim, CA	45
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49268	BHS Softball	4/5/2018 8:00	4/8/2018 17:00	BHS/ATH-0500-Van-BrdApp	Arroyo Grande, CA	15
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50250	CHS SCPA	4/6/2018 16:15	4/9/2018 0:30	CHS-FDN-SchoolBus-BrdApp	San Bernardino, CA	41
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50180	CNEC Robotics	4/17/2018 6:00	4/22/2018 21:00	CNH-ASB-CharterBus-BrdApp	Houston, TX	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49809	CNEC Forensics	4/19/2018 16:00	4/23/2018 15:00	CNH-0500-Van-BrdApp	Tracy, CA	21
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50187	CNEC Science	4/22/2018 8:00	4/24/2018 18:00	CNH-FDN-Car-BrdApp	Los Angeles, CA	8
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50188	CNEC Science	4/25/2018 6:00	5/1/2018 21:00	GRI-NONE-BrdApp	Washington, D.C.	5
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50189	CNEC Science	4/25/2018 6:00	5/1/2018 21:00	CNH-NONE-BrdApp	Washington, D.C.	5
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49771	CEHS Band	4/26/2018 9:00	4/29/2018 14:00	CEH-FDN-CharterBus-BrdApp	Reno, NV	43
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49772	CEHS Band	4/26/2018 9:00	4/29/2018 14:00	CEH-FDN-Car-BrdApp	Reno, NV	0
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50216	CCUR Clovis United	5/1/2018 6:00	5/8/2018 18:00	CCUR-NONE-BrdApp	Orlando, FL	38
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49735	CCUR Royal Water Polo	5/3/2018 6:00	5/6/2018 18:00	CCUR-NONE-BrdApp	San Diego, CA	50

Student Trip Requests January 17, 2018

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
48790	CEHS Dance	5/5/2018 6:00	5/6/2018 22:30	CEH-ASB-CharterBus-BrdApp	Anaheim, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50191	CNEC Science	5/13/2018 7:00	5/19/2018 15:00	CNH-NONE-BrdApp	Pittsburgh, PA	10
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49736	CCUR Royal Water Polo	5/18/2018 6:00	5/20/2018 18:00	CCUR-NONE-BrdApp	Newport Beach, CA	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49737	CCUR Royal Water Polo	5/18/2018 6:00	5/20/2018 18:00	CCUR-NONE-BrdApp	Santa Barbara, CA	50
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49701	ASI Destination ImagiNation	5/21/2018 7:00	5/28/2018 13:00	ALT-NONE-BrdApp	Knoxville, TN	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49703	BHS Destination ImagiNation	5/21/2018 7:00	5/28/2018 19:00	BHS-NONE-BrdApp	Knoxville, TN	14
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49937	CNEC Boys Golf	5/22/2018 6:00	5/24/2018 22:00	EDSV-PLAYOFF-Van-BrdApp	Pasadena, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50239	CEHS Boys Golf	5/22/2018 7:00	5/25/2018 20:00	EDSV-PLAYOFF-Van-BrdApp	Pasadena, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50201	CEHS Grad Night	5/24/2018 15:30	5/25/2018 9:30	CEH-ASB-CharterBus-BrdApp	Universal City, CA	350
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49938	CNEC Boys Golf	5/28/2018 6:00	5/30/2018 22:00	EDSV-PLAYOFF-Van-BrdApp	Pasadena, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50240	CEHS Boys Golf	5/28/2018 7:00	5/31/2018 20:00	EDSV-PLAYOFF-Van-BrdApp	San Gabriel, CA	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49221	CWHS Drama	6/8/2018 7:00	6/11/2018 18:30	CWH-ASB-CharterBus-BrdApp	Ashland, OR	28
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50348	AQUA Clovis Swim Club	6/14/2018 4:30	6/24/2018 21:00	AQUA-CharterBus-BrdApp	Oahu, HI	30
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49678	CNEC Forensics	6/16/2018 12:00	6/23/2018 17:00	CNH-NONE-BrdApp	Fort Lauderdale, FL	12
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
49739	CCUR Royal Water Polo	6/22/2018 6:00	6/24/2018 18:00	CCUR-NONE-BrdApp	Modesto, CA	80
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
50208	ASI ISTE 2018	6/23/2018 12:00	6/27/2018 18:00	ALT-NONE-BrdApp	Chicago, IL	0



Title: Voluntary Community Recreation Programs

CONTACT PERSON: Norm Anderson

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the Voluntary Community Recreation, as submitted.

DISCUSSION:

The Clovis Community Sports and Recreation Department provides and operates noneducational, athletic and recreation programs and activities for the access and enjoyment of Clovis and surrounding communities. Such noneducational, recreational programs and activities are not part of the District's curricular, extracurricular, or co-curricular educational programs, and are entirely separate and distinct from the District's educational program. The department's recreational offerings are available to all age-appropriate participants in Clovis, Fresno and surrounding communities, whether or not such participants are enrolled in the District's educational program, and students enrolled in the District's educational program are never required to participate in the Department's noneducational, recreational programs or activities.

Clovis Community Sports and Recreation Department
Free Elementary Diving Clinic
Location: Clovis West High School
January 27-March 17, 2018
Grades: 1-6
Cost: \$0

Clovis Community Sports and Recreation Department
2018 Clovis Boys Intermediate Volleyball Camp
Location: Clark Intermediate School
February 7-8, 2018
Grades: 7-8
Cost: \$0

Clovis Community Sports and Recreation Department
Girls Spring Golf Camp
Location: Clovis West High School
February 9-May 18, 2018
Grades: 7-12
Cost: \$0

Clovis Community Sports and Recreation Department
Girls Spring Tennis Clinic

Location: Buchanan High School
March 5-April 4, 2018
Grades: 7-12
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department
Free Spring Tennis Camp
Location: Clovis High School
March 26-28, 2018
Grades: 3-8
Cost: \$0

Clovis Community Sports and Recreation Department
Summer Stampede Varsity Tournament
Location: Clovis North High School
June 1-3, 2018
Grades 9-12
Cost: \$350.00 per participant

Clovis Community Sports and Recreation Department
Girls Summer Water Polo
Location: Buchanan High School
June 1-July 31, 2018
Grades 5-12
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Softball Academy
Location: Clovis High School
June 1, 2018-January 31, 2019
Grades 7-12
Cost: \$0

Clovis Community Sports and Recreation Department
Nation Baseball Academy
Location: Buchanan High School
June 1, 2018-February 1, 2019
Grades 7-12
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Clovis Passing Tournament
Location: Clovis High School
June 2, 2018
Grades 9-12
Cost: \$0

Clovis Community Sports and Recreation Department
Future Bear Football Camp

Location: Buchanan High School
June 4-6, 2018
Grades 9
Cost: \$0

Clovis Community Sports and Recreation Department
JV/Frosh Stampede Basketball Tournament
Location: Clovis North High School
June 8-10, 2018
Grade 8-11
Cost: \$300.00 per team

Clovis Community Sports and Recreation Department
Free Pep and Cheer Camp
Location: Clovis High School
June 9-30, 2018
Grades K-8
Cost: \$0

Clovis Community Sports and Recreation Department
Summer Baseball Camp
Location: Clovis High School
June 11-13, 2018
Grades K-10
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Buchanan Area Elementary Football Camp
Location: Alta Sierra Intermediate School
June 11-13, 2018
Grades 4-6
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Baseball Nation Camp
Location: Buchanan High School
June 11-13, 2018
Grades K-10
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Summer Tennis Clinic 1
Location: Clovis North High School
June 11-13, 2018
Grades 7-12
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Elementary Summer Tennis Development Camp 1

Location: Clovis North High School
June 11-13, 2018
Grades K-6
Cost: \$20.00 per participant

Clovis Community Sports and Recreation Department
High-Intensity Summer Stampede Hoop Camp
Location: Clovis North High School
June 11-13, 2018
Grades K-8
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Summer Baseball Camp
Location: Clovis North High School
June 11-13, 2018
Grades K-8
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Summer Softball Camp
Location: Clovis High School
June 11-14, 2018
Grades 5-12
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Girls Summer Basketball Camp
Location: Clovis North High School
June 11-14, 2018
Grades K-8
Cost: \$62.00 per participant

Clovis Community Sports and Recreation Department
Girls Summer Volleyball Camp
Location: Clovis North High School
June 11-14, 2018
Grades K-8
Cost: \$62.00 per participant

Clovis Community Sports and Recreation Department
Girls Summer Volleyball Camp 2018
Location: Clovis North High School
June 11-15, 2018
Grades K-8
Cost: \$62.00 per participant

Clovis Community Sports and Recreation Department
T-Wolves Elite Camp

Location: Clovis East High School
June 11-28, 2018
Grades 7-8
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department
CUSD Select Volleyball Camp
Location: Buchanan High School
June 11-29, 2018
Grades 2-8
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Free Girls Summer Basketball Camp
Location: Clovis High School
June 11-July 13, 2018
Grades 3-8
Cost: \$0

Clovis Community Sports and Recreation Department
Frosh Summer Football Camp – High School
Location: Clovis East High School
June 11-July 13, 2018
Grades 9-12
Cost: \$0

Clovis Community Sports and Recreation Department
JV Summer Football Camp – High School
Location: Clovis East High School
June 11-July 13, 2018
Grades 9-12
Cost: \$0

Clovis Community Sports and Recreation Department
Varsity Summer Football Camp – High School
Location: Clovis East High School
June 11-July 13, 2018
Grades 9-12
Cost: \$0

Clovis Community Sports and Recreation Department
Intermediate Girls Summer Water Polo Camp
Location: Clovis North High School
June 11-July 14, 2018
Grades 7-8
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Future Cougars Youth Strength and Conditioning Camp

Location: Clovis High School
June 11-29, 2018
Grades K-6
Cost: \$25.00

Clovis Community Sports and Recreation Department
Summer Water Ducks
Location: Clovis North High School
June 11-July 20, 2018
Grades 3-6
Cost: \$150.00 per participant

Clovis Community Sports and Recreation Department
Summer Baseball Academy
Location: Clovis North High School
June 11-July 21, 2018
Grades 9-12
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Girls Summer Water Polo – High School
Location: Clovis North High School
June 11-July 22, 2018
Grades 7-8
Cost: \$185.00 per participant

Clovis Community Sports and Recreation Department
Bear Nation Athletic Academy
Location: Tarpey Elementary
June 11-July 27, 2018
Grades K-6
Cost: \$0

Clovis Community Sports and Recreation Department
Summer Baseball Academy
Location: Clovis High School
June 11-July 31, 2018
Grades K-10
Cost: \$150.00 per participant

Clovis Community Sports and Recreation Department
Summer Baseball Academy
Location: Clovis North High School
June 11-July 31, 2018
Grades 9-12
Cost: \$150.00 per participant

Clovis Community Sports and Recreation Department
Summer Golf Camp

Location: Buchanan High School
June 12-30, 2018
Grades 9-12
Cost: \$0

Clovis Community Sports and Recreation Department
Summer Pep and Cheer Camp
Location: Clovis High School
June 13, 2018
Grades 9-11
Cost: \$0

Clovis Community Sports and Recreation Department
Girls Summer Golf Camp
Location: Clovis West High School
June 13-July 20, 2018
Grades: 7-12
Cost: \$0

Clovis Community Sports and Recreation Department
Bronco Cup Water Polo Tournament
Location: Clovis North High School
June 15-17, 2018
Grades 5-12
Cost: \$350.00 per participant

Clovis Community Sports and Recreation Department
Free Elementary Football Camp
Location: Clovis West High School
June 15-21, 2018
Grades 3-6
Cost: \$0

Clovis Community Sports and Recreation Department
Girls Volleyball Movie Night
Location: Clovis North High School
June 15-29, 2018
Grades K-6
Cost: \$20.00 per participant

Clovis Community Sports and Recreation Department
Elementary Girls Summer Volleyball Skills Camp/Movie Night 2018
Location: Clovis North High School
June 15-August 15, 2018
Grades K-6
Cost: \$20.00 per participant

Clovis Community Sports and Recreation Department
Youth Football Camp

Location: Buchanan High School
June 16, 2018
Grades 4-6
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department
Summer Wrestling Scrimmage
Location: Buchanan High School
June 16-31, 2018
Grades 4-12
Cost: \$400.00 per team

Clovis Community Sports and Recreation Department
Summer Wrestling Scrimmage
Location: Clovis High School
June 16-July 15, 2018
Grades 2-12
Cost: \$400 per team

Clovis Community Sports and Recreation Department
Lil T-Wolves Elite Camp
Location: Clovis East High School
June 18-June 20, 2018
Grades K-6
Cost: \$25.00 per participant

Clovis Community Sports and Recreation Department
Summer Tennis Clinic 2
Location: Clovis North High School
June 18-20, 2018
Grades 7-12
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Elementary Summer Tennis Development Camp 2
Location: Clovis North High School
June 18-20, 2018
Grades K-6
Cost: \$20.00 per participant

Clovis Community Sports and Recreation Department
Summer Badminton Camp
Location: Clovis North High School
June 18-20, 2018
Grades 4-9
Cost: \$40.00 per participant

Clovis Community Sports and Recreation Department
Summer Stampede Hoop Camp

Location: Clovis North High School
June 18-20, 2018
Grades K-8
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Softball Summer Camp
Location: Clovis North High School
June 18-20, 2018
Grades 7-12
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Girls Volleyball Summer Skills Camp 2018
Location: Clovis North High School
June 18-21, 2018
Grades K-8
Cost: \$62.00 per participant

Clovis Community Sports and Recreation Department
Boys Summer Soccer Camp
Location: Clovis North High School
June 18-21, 2018
Grades K-8
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
High Potential Slam-n-Jam 2018
Location: Clovis West High School
June 18-21, 2018
Grades 4-8
Cost: \$62.00 per participant

Clovis Community Sports and Recreation Department
Girls Volleyball Summer Skills Camp 2018
Location: Clovis North High School
June 18-22, 2018
Grades K-8
Cost: \$62.00

Clovis Community sports and Recreation Department
Flying Eagles Summer Football Camp
Location: Clovis West High School
June 18-28, 2018
Grades 7-8
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department
Summer Combine

Location: Clovis High School
June 18-July 13, 2018
Grades 6-12
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department
Free Elementary Summer Golf Camp
Location: Clovis North High School
June 18-July 13, 2018
Grades 1-6
Cost: \$0

Clovis Community Sports and Recreation Department
Free Summer Softball Camp
Location: Clovis High School
June 18-August 9, 2018
Grades 5-12
Cost: \$0

Clovis Community Sports and Recreation Department
Jr. High Summer Volleyball League
Location: Buchanan High School
June 19-July 20, 2018
Grades 7-8
Cost: 35.00 per participant

Clovis Community Sports and Recreation Department
Positional Series Volleyball Camp
Location: Buchanan High School
June 19-July 21, 2018
Grades 5-8
Cost: \$30.00 per participant

Clovis Community Sports and Recreation Department
Zumo Boys Water Polo Tournament
Location: Clovis North High School
June 22-24, 2018
Grades 5-12
Cost: \$525.00 per team

Clovis Community Sports and Recreation Department
Summer Stampede AAU League
Location: Clovis North High School
June 27-July 29, 2018
Grades 3-8
Cost: \$185.00 per participant

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

REVISIONS:



Board Agenda Item

Friday, December 29, 2017

Agenda Item: Q. - 5.

Title: Ratification of Purchase Orders, District Contracts \$25,000 or Less, and Check Register

CONTACT PERSON: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Ratify Purchase Orders, District Contracts \$25,000 or less, and Warrants numbered 570346 - 572376.

DISCUSSION:

District Administration recommends ratification of the Purchase Orders and District Contracts for the period of November 17, 2017 – January 2, 2018, as well as the Warrant register for November 22, 2017 – December 27, 2017. This information is available for review in the Purchasing and Accounting departments. Questions may be directed to the Business Services Department at 559-327-9127.

FISCAL IMPACT/FUNDING SOURCE:

REVISIONS:



Board Agenda Item
Wednesday, January 3, 2018

Title: Notices of Completion

Agenda Item: Q. - 6.

CONTACT PERSON: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Adopt the Notices of Completion, as submitted.

DISCUSSION:

Project Type	Project/Site(s)	Company	DSA Number
Bid #2679	Clovis North High School and Granite Ridge Intermediate School Modernization – 2017	Marko Construction Group Inc. 3675 E. Jensen Ave. Fresno, CA 93725	CNHS – 02-115309 GR – 02-115310
Bid #2684 BHS-CM	Buchanan High School Modernization – 2017	Harris Const. Co. 5286 E Home Ave. Fresno, CA 93727	02-115416
Bid #2684 BHS-01	Buchanan High School Modernization – 2017 Demolition	CENCAL Demolition 3299 S. Cedar Ave. Fresno, CA 93725	02-115416
Bid #2684 BHS-02	Buchanan High School Modernization – 2017 Building Concrete	Davis Moreno Construction, Inc. 4720 N Blythe Ave. Fresno, CA 93722	02-115416
Bid #2684 BHS-03	Buchanan High School Modernization – 2017 Masonry	Dorfmeier Masonry, Inc. 4685 E. Hedges Ave. Fresno, CA 93703	02-115416
Bid #2684 BHS-04	Buchanan High School Modernization – 2017 Roofing	Graham Prewett, Inc. 2773 N. Business Park #102 Fresno, CA 93727	02-115416
Bid #2684 BHS-05	Buchanan High School Modernization – 2017 Flooring	RJ Commercial Flooring Co. 1016 Reno Ave., Suite E Modesto, CA 95351	02-115416
Bid #2684 BHS-06	Buchanan High School Modernization – 2017 Painting	Ro's Precise Painting, Inc. 1830 Industrial Way Sanger, CA 93657	02-115416
Bid #2684	Buchanan High School Modernization – 2017	Western Building Materials Co.	02-115416

BHS-07	Acoustical	4620 E. Olive Ave. Fresno, CA 93702	
Bid #2684 BHS-09	Buchanan High School Modernization – 2017 Swimming Pool	California Commercial Pools Inc. 2255 E. Auto Centre Dr. Glendora, CA 91740	02-115416
Bid #2684 BHS-11	Buchanan High School Modernization – 2017 HVAC	Nolte Sheet Metal 1560 N. Marks Ave. Fresno, CA 93722	02-115416
Bid #2684 BHS-12	Buchanan High School Modernization – 2017 Electrical/Low Voltage	Sebastian Corporation 7600 N. Palm Ave. Fresno, CA 93711	02-115416
Bid #2684 BHS-13	Buchanan High School Modernization – 2017 Earthwork and Paving	Bush Engineering, Inc. 5828 E. Harvard Ave. Fresno, CA 93727	02-115416
Bid #2684 BHS-14	Buchanan High School Modernization – 2017 Site Concrete	Davis Moreno Construction, Inc. 4720 N Blythe Ave. Fresno, CA 93722	02-115416

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

REVISIONS:



Board Agenda Item
Wednesday, January 3, 2018

Title: Change Orders

Agenda Item: Q. - 7.

CONTACT PERSON: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the Change Orders, as submitted.

DISCUSSION:

Change Order Number	Contract/Bid Number	Project Type	Site(s)	DSA Number
02	BHS-10	Modernization – 2017	Buchanan High School	02-115416
02-FINAL	BHS-14	Modernization – 2017	Buchanan High School	02-115416
02	DO-05	Modernization – 2017	District Office Remodel	N/A
02	LEM-03	Modernization – 2017	Lincoln Elementary School	02-115321
02	LEM-09	Modernization – 2017	Lincoln Elementary School	02-115321
02	PLC-01	Modernization – 2017	Professional Learning Center	N/A
02	PLC-07	Modernization – 2017	Professional Learning Center/Employee Health Center	N/A
03-FINAL	BHS-09	Modernization – 2017	Buchanan High School	02-115416
03-FINAL	BHS-11	Modernization – 2017	Buchanan High School	02-115416
03	DO-06	Modernization – 2017	District Office Remodel	N/A
03	LEM-01	Modernization – 2017	Lincoln Elementary School	02-115321
03	LEM-06	Modernization – 2017	Lincoln Elementary School	02-115321
03	LEM-10	Modernization – 2017	Lincoln Elementary School	02-115321
03	PLC-05	Modernization – 2017	Professional Learning Center/Employee Health Center	N/A

04-FINAL	BHS-01	Modernization – 2017	Buchanan High School	02-115416
04	DO-07	Modernization – 2017	District Office Remodel	N/A
04	DO-08	Modernization – 2017	District Office Remodel	N/A
04	LEM-08	Modernization – 2017	Lincoln Elementary School	02-115321
04	LEM-11	Modernization – 2017	Lincoln Elementary School	02-115321
05-FINAL	BHS-06	Modernization – 2017	Buchanan High School	02-115416
05-FINAL	BHS-13	Modernization – 2017	Buchanan High School	02-115416
05	DO-04	Modernization – 2017	District Office Remodel	N/A
07	DO-01	Modernization – 2017	District Office Remodel	N/A
07	DO-09	Modernization – 2017	District Office Remodel	N/A
08-FINAL	BHS-12	Modernization – 2017	Buchanan High School	02-115416
08	DO-10	Modernization – 2017	District Office Remodel	N/A
09	DO-14	Modernization – 2017	District Office Remodel	N/A

FISCAL IMPACT/FUNDING SOURCE:

As noted in the attachment.

ATTACHMENTS:

Description	Upload Date	Type
Change Orders	1/4/2018	Backup Material

REVISIONS:

Contract Change Order No. 02

Project	Buchanan High School Modernization - 2017	Date	1/2/2018
Bid #	2684		
DSA #	02-115416		
Contract / Bid No.	BHS-10 (Contract 3170731)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0452	Added Mixing Valve at Pool Showers	\$7,230.00	620006H

Description: Provide mixing valve at the water heater of the Pool Toilet Building Q3. (CCR#103)

Requested by: Mechanical Engineer. \$7,230.00 to be added to the contract.

Reason for Change: County required. The original contract documents included water heater to serve the showers. The contract documents did not include a mixing valve. A mixing valve was required to control the water temperature at the showers.

Original Contract	\$257,000.00
Previous CCOs	\$23,802.00
This CCO	\$7,230.00
Total Contract	\$288,032.00

The revised contract amount is an increase of 12.07% from the original contract amount.

Contract Change Order No. 02-FINAL

Project	Buchanan High School Modernization - 2017	Date	1/2/2018
Bid #	2684		
DSA #	02-115416		
Contract / Bid No.	BHS-14 (Contract 3170719)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0457	Replace Concrete Sidewalk	\$1,525.00	620006H

Description: Provide concrete walk replacement northeast of the Library building. (CCR#105)

Requested by: District. \$1,525.00 to be added to the contract.

Reason for Change: Unforeseen condition. The site lighting north of the Library was not working due to unforeseen damaged conduit. Concrete walk replacement was required to repair the existing site light conduit.

Original Contract	\$541,312.00
Previous CCOs	\$38,638.00
This CCO	\$1,525.00
Total Contract	\$581,475.00

The revised contract amount is an increase of 7.42% from the original contract amount.

Contract Change Order No. 02

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-05 (Contract #3170545)

Date 1/2/2018

Page 1 of 1

CI No.	Description	Amount	Budget Code
0687	PDB Access Doorway	\$365.00	620006H

Description: Cost to tape and texture at PBD temporary staff access doorway located in the main corridor.

Requested by: District. \$365.00 to be added to the contract.

Reason for change: District. Created doorway access so staff could safely get to their work stations during construction.

CI No.	Description	Amount	Budget Code
0688	Building C Restroom Walls	(\$1,202.00)	620006H

Description: Credit to omit sheet rock, tape and texture from exterior side of restroom walls at Building C second floor restrooms.

Requested by: District. (\$1,202.00) to be credited to the contract.

Reason for change: District. District decided to match existing painted plywood wall finish.

Original Contract	\$307,977.00
Previous CCOs	\$4,334.00
This CCO	(\$837.00)
Total Contract	\$311,474.00

The revised contract amount is an increase of 1.68% from the original contract amount.

Contract Change Order No. 02

Project	Lincoln Elementary Modernization - 2017	Date 1/2/2018
Bid #	2683	
DSA #	115321	
Contract / Bid No.	LEM-03 (Contract #3170790)	Page 1 of 1

CI No.	Description	Amount	Budget Code
0151	Deeper Aggregate Grind @ MPR Polished Floor	\$2,145.00	620006H

Description: Provide a deeper aggregate grind. (CCR 059, CCD 003)

Requested by: District. \$2,145.00 to be added to the contract.

Reason for change: Unforeseen condition. The finish floor was contaminated and prevented the dye from proper penetration into the concrete.

Original Contract	\$160,998.00
Previous CCOs	\$2,290.00
This CCO	\$2,145.00
Total Contract	\$165,433.00

The revised contract amount is an increase of 2.75% from the original contract amount.

Contract Change Order No. 02

Project	Lincoln Elementary Modernization - 2017	Date	1/2/2018
Bid #	2683		
DSA #	115321		
Contract / Bid No.	LEM-09 (Contract #3170797)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0138	Repair Gas Line by Removing Water from Line	\$933.00	620006H

Description: Repair and remove water from the gas line connection to the Administration building. (CCR 060, CCD 004)

Requested by: Contractor. \$933.00 to be added to the contract.

Reason for change: Unforeseen condition. The water in the gas line was not allowing the low-pressure gas to flow.

CI No.	Description	Amount	Budget Code
0157	Slurry Fill of Storm Drain Piping	\$360.00	620006H

Description: Dig and repair a 2" irrigation line by the Administration building. (CCR 066, CCD 005)

Requested by: District. \$360.00 to be added to the contract.

Reason for change: Unforeseen condition. Damaged irrigation line caused water to come up through the concrete walkway.

Original Contract	\$114,750.00
Previous CCOs	\$7,933.00
This CCO	\$1,293.00
Total Contract	\$123,976.00

The revised contract amount is an increase of 8.04% from the original contract amount.

Contract Change Order No. 02

Project Professional Learning Center Building - 2017
Contract / Bid No. PLC-01 (Contract #3180272)

Date 1/2/2018
Page 1 of 1

CI No.	Description	Amount	Budget Code
0076	PLC: Demo Vinyl Composition Tile (VCT) at Hallways for Polished Concrete	\$4,816.00	620006H

Description: PLC - Demo VCT at Hallways for Polished Concrete.

Requested By: District. \$4,816.00 to be added to the contract.

Reason for Change: District. Remove existing VCT flooring in hallways ahead of polished concrete. Work to be performed at night.

CI No.	Description	Amount	Budget Code
0077	PLC: Demo Carpet @ F1 Staff Development	\$1,771.00	620006H

Description: PLC - Removal of Carpet at F1.

Requested By: Architect. \$1,771.00 to be added to the contract.

Reason for Change: A&E Omission. Remove and dispose of existing carpet. Carpet removal at this location was not shown on plans.

Original Contract	\$76,767.00
Previous CCOs	\$3,704.00
This CCO	\$6,587.00
Total Contract	\$87,058.00

The revised contract amount is an increase of 11.82% from the original contract amount.

Contract Change Order No. 02

Project Professional Learning Center Building/Employee Health Center - 2017 **Date** 1/2/2018
Contract / Bid No. PLC-07 (Contract #3180277) **Page 1 of 1**

CI No.	Description	Amount	Budget Code
0066	PLC: Add HVAC Grilles at the Internet Café Round Duct	\$589.25	620006H

Description: PLC - Add HVAC Grilles at the Internet Café Round Duct.

Requested By: Mechanical Engineer. \$589.25 to be added to the contract.

Reason for Change: A&E omission. The duct layout was modified to reflect the omitted ceiling. The added costs for adding (4) grilles to the ducting.

CI No.	Description	Amount	Budget Code
0068	Employee Health Center: Duct Layout Modifications	\$2,306.00	620006H

Description: Employee Health Center - Duct Layout Modifications (SI 14).

Requested By: Mechanical Engineer. \$2,306.00 to be added to the contract.

Reason for Change: A&E omission. Revise duct layout to optimize air flow.

CI No.	Description	Amount	Budget Code
0071	Employee Health Center: Registers @ Restrooms	\$337.00	620006H

Description: Employee Health Center - Registers at Restrooms (RFI-30).

Requested By: Mechanical Engineer. \$337.00 to be added to the contract.

Reason for Change: A&E omission. Furnish and install registers suitable for hard lid ceiling. Registers called for on plans are for T-bar ceilings.

Original Contract	\$258,000.00
Previous CCOs	\$3,420.00
This CCO	\$3,232.25
Total Contract	\$264,652.25

The revised contract amount is an increase of 2.58% from the original contract amount.

Contract Change Order No. 03-FINAL

Project	Buchanan High School Modernization - 2017	Date 1/2/2018
Bid #	2684	
DSA #	02-115416	
Contract / Bid No.	BHS-09 (Contract 3170733)	Page 1 of 1

CI No.	Description	Amount	Budget Code
0369	Credit - Rust Repair at Pool	(\$9,562.00)	620006H

Description: Provide credit for not using all of the rust repair allowance at the pool complex. (CCR#94)

Requested by: Architect. (\$9,562.00) to be credited to the contract.

Reason for Change: Unforeseen condition. The contract documents included 1,000 square feet for rust repair and removal. Only 150 square feet of rust repair and removal was used. The credit reflects the unused 850 square feet.

Original Contract	\$2,239,500.00
Previous CCOs	\$37,320.00
This CCO	(\$9,562.00)
Total Contract	\$2,267,258.00

The revised contract amount is an increase of 2.09% from the original contract amount.

Contract Change Order No. 03-FINAL

Project	Buchanan High School Modernization - 2017	Date	1/2/2018
Bid #	2684		
DSA #	02-115416		
Contract / Bid No.	BHS-11 (Contract 3170722)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0456	Added Sheet Metal Cover for Pipes in Q3	\$1,034.00	620006H

Description: Provide sheet metal shrouds to cover the overhead water lines in the two entryway of the Pool Building restroom, Building Q3. (CCR#104)

Requested by: District. \$1,034.00 to be added to the contract.

Reason for Change: District added. The original contract documents indicated water lines be ran overhead across the entryway of both boys and girls restrooms. There is no ceiling and the water lines are exposed. The sheet metal shrouds were added to protect the water lines.

Original Contract	\$152,000.00
Previous CCOs	\$6,924.00
This CCO	\$1,034.00
Total Contract	\$159,958.00

The revised contract amount is an increase of 5.24% from the original contract amount.

Contract Change Order No. 03

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-06 (Contract #3170546)

Date 1/2/2018

Page 1 of 1

CI No.	Description	Amount	Budget Code
0689	Tile Replacement at Restroom	\$224.00	620006H

Description: Cost to replace tile in restroom A164 where damaged at plumbing p-trap access panel.

Requested by: Contractor. \$224.00 to be added to the contract.

Reason for change: Unforeseen condition. Damage costs incurred will be credited by plumbing Prime Contractor.

Original Contract	\$49,310.00
Previous CCOs	\$9,323.00
This CCO	\$224.00
Total Contract	\$58,857.00

The revised contract amount is an increase of 19.36% from the original contract amount.

Contract Change Order No. 03

Project Lincoln Elementary Modernization - 2017 **Date** 1/2/2018
Bid # 2683
DSA # 115321
Contract / Bid No. LEM-01 (Contract #3170789) Page 1 of 1

CI No.	Description	Amount	Budget Code
0152	Demo Wall Finishes from Kitchen to Hall	\$895.00	620006H

Description: Remove shear wall, ceramic tile and sheetrock from the kitchen to the hallway in the MPR. (CCR 041, CCD 004)

Requested by: Architect. \$895.00 to be added to the contract.

Reason for change: Unforeseen condition. The plywood side of the existing shear wall was different from what was indicated on the As-Built plans.

CI No.	Description	Amount	Budget Code
0153	Removal of Transite Pipe @ Admin Bldg.	\$300.00	620006H

Description: Remove transite pipe in underground area near the Administration building. (CCR 065, CCD 005)

Requested by: District. \$300.00 to be added to the contract.

Reason for change: Unforeseen condition. The pipe connected to the Administration building contained asbestos.

Original Contract	\$110,800.00
Previous CCOs	\$3,397.00
This CCO	\$1,195.00
Total Contract	\$115,392.00

The revised contract amount is an increase of 4.14% from the original contract amount.

Contract Change Order No. 03

Project	Lincoln Elementary Modernization - 2017	Date	1/2/2018
Bid #	2683		
DSA #	115321		
Contract / Bid No.	LEM-06 (Contract #3170793)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0155	Misc. Paint Repairs @ MPR & Restrooms	\$2,909.00	620006H

Description: Paint patches in the MPR Student Restrooms 201 and 202. (CCR 048, CCD 003).

Requested by: District. \$2,909.00 to be added to the contract.

Reason for change: DSA requirement. Repairs were made in the MPR Student Restrooms that required patch and paint.

CI No.	Description	Amount	Budget Code
0156	Repairs @ Drop Off Tray in MPR	\$172.00	620006H

Description: Provide additional painting on the wall above the drop off tray. (CCR 062, CCD 004)

Requested by: District. \$172.00 to be added to the contract.

Reason for change: District standard. Existing tile size and color has been discontinued.

Original Contract	\$38,339.00
Previous CCOs	\$964.00
This CCO	\$3,081.00
Total Contract	\$42,384.00

The revised contract amount is an increase of 10.55% from the original contract amount.

Contract Change Order No. 03

Project	Lincoln Elementary Modernization - 2017	Date	1/2/2018
Bid #	2683		
DSA #	115321		
Contract / Bid No.	LEM-10 (Contract #3170798)		Page 1 of 2

CI No.	Description	Amount	Budget Code
0144	Duct Work in Room 124	\$2,336.00	620006H

Description: Install one existing SA grille and one new RA grille to match existing duct above T-bar ceiling in office room 124. (CCR 053, CCD 005)

Requested by: Architect. \$2,336.00 to be added to the contract.

Reason for change: Unforeseen. Installation of new beam was lowered due to existing electrical conduits. Lowered beam was conflicting with existing mechanical ductwork which was required to be removed and replaced.

CI No.	Description	Amount	Budget Code
0145	Exhaust Duct Conflict w/ Wood Support	\$1,729.00	620006H

Description: Revise the ductwork in both restrooms 110 and 109. (CCR 061, CCD 006)

Requested by: Architect. \$1,729.00 to be added to the contract.

Reason for change: Unforeseen condition. Conflict with existing wood support.

CI No.	Description	Amount	Budget Code
0146	Additional Stucco Stop @ Admin to Match Existing	\$619.00	620006H

Description: Install additional stucco stop at the exterior of the Administration building to match existing. (CCR 069, CCD 007)

Requested by: Architect. \$619.00 to be added to the contract.

Reason for change: Unforeseen condition. District wanted the added stucco stop to match the existing pattern.

CI No.	Description	Amount	Budget Code
0147	Sheet Metal Trim @ Librarian Book Drop	\$388.00	620006H

Description: Fabricate and install a new sheet metal trim on the Librarian's book cart. (CCR 071, CCD 008)

Requested by: District. \$388.00 to be added to the contract.

Reason for change: Unforeseen condition. The book cart was set too far away from the book drop due to panduit. The sheet metal return was added to bridge the gap.

CI No.	Description	Amount	Budget Code
0148	Grille in MPR Hallway	\$429.00	620006H

Description: Install new perforated grille to match existing grilles and air balance of (1) grille to 100 CFM. (CCR 058, CCD 009)

Requested by: Architect. \$429.00 to be added to the contract.

Reason for change: Unforeseen condition. Existing grille was removed during demolition in the MPR hallway and a new one added to match existing.

Contract Change Order No. 03

Project	Lincoln Elementary Modernization - 2017	Date 1/2/2018
Bid #	2683	
DSA #	115321	
Contract / Bid No.	LEM-10 (Contract #3170798)	Page 2 of 2

Original Contract	\$264,700.00
Previous CCOs	\$7,863.00
This CCO	\$5,501.00
Total Contract	\$278,064.00

The revised contract amount is an increase of 5.05% from the original contract amount.

Contract Change Order No. 03

Project Professional Learning Center/Employee Health Center - 2017

Date 1/2/2018

Contract / Bid No. PLC-05 (Contract #3180315)

Page 1 of 2

CI No.	Description	Amount	Budget Code
0036	PLC: Credit for Modernfold Partition Wall	(\$24,257.00)	620006H

Description: PLC - Credit for Modernfold Partition Wall System.

Requested By: District. (\$24,257.00) to be credited to the contract.

Reason for Change: District. Credit for removal of Operable Partition (OP-01) between Rooms F-01 & F-02.

CI No.	Description	Amount	Budget Code
0075	Employee Health Center: Add Gypsum Board Ceiling	\$2,893.00	620006H

Description: Employee Health Center: Hard Lid Gypsum Board Ceiling above T-Bar Acoustical Ceiling @ Room E03.

Requested By: Architect. \$2,893.00 to be added to the contract.

Reason for Change: A&E omission. Due to the large amount of utilities penetrating against the wall, the full height gypsum board could not be installed on the face of the wall above the ceiling. The added gypsum board ceiling was required to maintain the separation between the Employee Health Center and the PLC spaces.

CI No.	Description	Amount	Budget Code
0080	PLC: Credit for Reusing Existing Storefront	(\$17,594.00)	620006H

Description: PLC - Credit for Reusing Existing Storefront.

Requested By: District. PLC: (\$17,594.00) to be credited to the contract.

Reason for Change: Value Engineering - credit for using existing storefront components.

CI No.	Description	Amount	Budget Code
0081	Employee Health Center: Credit for Reusing Existing Storefront	(\$4,744.00)	620006H

Description: Employee Health Center - Credit for Reusing Existing Storefront.

Requested By: District. Employee Health Center: (\$4,744.00) to be credited to the contract.

Reason for Change: Value Engineering - credit for using existing storefront components.

CI No.	Description	Amount	Budget Code
0088	PLC: Hallway - Polished Concrete	\$26,393.00	620006H

Description: PLC - Polished Concrete - Hallway

Requested By: District. \$26,393.00 to be added to the Contract.

Reason for Change: Polish concrete in PLC hallway.

Contract Change Order No. 03

Project	Professional Learning Center/Employee Health Center - 2017	Date 1/2/2018
Contract / Bid No.	PLC-05 (Contract #3180315)	Page 2 of 2

Original Contract	\$950,100.00
Previous CCOs	\$24,414.00
This CCO	(\$17,309.00)
Total Contract	\$957,205.00

The revised contract amount is an increase of 4.39% from the original contract amount.

Contract Change Order No. 04-FINAL

Project	Buchanan High School Modernization - 2017	Date 1/2/2018
Bid #	2684	
DSA #	02-115416	
Contract / Bid No.	BHS-01 (Contract 3170730)	Page 1 of 1

CI No.	Description	Amount	Budget Code
0368	Grind Concrete Curb at Pool Deck	\$462.00	620006H

Description: Grind a chamfer on the existing concrete curb at the west edge of the pool complex. (CCR#93)

Requested by: District. \$462.00 to be added to the contract.

Reason for Change: District. The existing concrete curb at the west edge of the pool complex was higher than the new adjacent concrete walkway near the diving boards. Grinding a chamfer on the edge of this curb rounds off the edge and makes the curb safer and consistent.

Original Contract	\$323,517.00
Previous CCOs	\$18,528.00
This CCO	\$462.00
Total Contract	\$342,507.00

The revised contract amount is an increase of 5.87% from the original contract amount.

Contract Change Order No. 04

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-07 (Contract #3170555)

Date 1/2/2018
Page 1 of 1

CI No.	Description	Amount	Budget Code
0690	Install Fiber Reinforced Plastic (FRP) Wall Paneling	\$2,106.00	620006H

Description: Cost to install FRP wall paneling to the shop side of the newly remodeled transportation offices in Building C.

Requested by: District. \$2,106.00 to be added to the contract.

Reason for change: District. District requested FRP at shop side of walls for durability, and to match existing conditions.

Original Contract	\$184,700.00
Previous CCOs	\$5,061.00
This CCO	\$2,106.00
Total Contract	\$191,867.00

The revised contract amount is an increase of 3.88% from the original contract amount.

Contract Change Order No. 04

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-08 (Contract #3170547)

Date 1/2/2018
Page 1 of 1

CI No.	Description	Amount	Budget Code
0691	Base at Building C	\$780.00	620006H

Description: Furnish and install rubber cove top set base per in areas where existing flooring is being removed.

Requested by: District. \$780.00 to be added to the contract.

Reason for change: District. District requested demolition of existing flooring in Building C.

CI No.	Description	Amount	Budget Code
0692	Break Room Rubber Base	\$250.00	620006H

Description: Furnish and install rubber cove top set base at Maintenance Building C Break Room C136.

Requested by: District. \$250.00 to be added to the contract.

Reason for change: District. District requested flooring changes for increased durability. New rubber base was needed to replace demolished base.

Original Contract	\$69,952.00
Previous CCOs	\$3,133.00
This CCO	\$1,030.00
Total Contract	\$74,115.00

The revised contract amount is an increase of 5.95% from the original contract amount.

Contract Change Order No. 04

Project Lincoln Elementary Modernization - 2017 **Date** 1/2/2018
Bid # 2683
DSA # 115321
Contract / Bid No. LEM-08 Bid #2694 (Contract #3180012) Page 1 of 2

CI No.	Description	Amount	Budget Code
0166	Patch & Repair Tile in Restrooms	\$852.00	620006H

Description: Furnish all labor, materials and equipment to repair tile and patch up in Restrooms 201 and 202. (CCR 054, CCD 013)

Requested by: District. \$852.00 to be added to the contract.

Reason for change: A&E omission. New hand dryers were installed in Restrooms 201 and 202 that required the tile to be repaired and areas to be patched.

CI No.	Description	Amount	Budget Code
0167	Repairs @ Tray Return in MPR	\$1,052.00	620006H

Description: Furnish all labor, materials and equipment to remove existing tile one full tile below the new fire alarm device installed next to the try return. (CCR 063, CCD 015)

Requested by: District. \$1,052.00 to be added to the contract.

Reason for change: District standard. Existing tile size and color has been discontinued. Drop off tray is in the MPR.

CI No.	Description	Amount	Budget Code
0168	Filler Panel @ Windows in MPR	\$499.00	620006H

Description: Furnish all labor, materials and equipment to provide a filler panel to close the gap between two (2) window units at the MPR. (CCR 68, CCD 016)

Requested by: Architect. \$499.00 to be added to the contract.

Reason for change: Unforeseen condition. A gap between the window units was exposed by modifications made to the interior of the building.

CI No.	Description	Amount	Budget Code
0169	North Wall in Hallway @ MPR	\$3,916.00	620006H

Description: Furnish all labor, materials and equipment to provide additional plywood, gypsum board and ceramic tile at the South wall in the hallway at the MPR. (CCR 040, CCD 014)

Requested by: Architect. \$3,916.00 to be added to the contract.

Reason for change: Unforeseen condition. The plywood side of the existing shear wall deferred than what was indicated on the As-Built plans.

Contract Change Order No. 04

Project	Lincoln Elementary Modernization - 2017	Date	1/2/2018
Bid #	2683		
DSA #	115321		
Contract / Bid No.	LEM-08 Bid #2694 (Contract #3180012)		Page 2 of 2

CI No.	Description	Amount	Budget Code
0170	Install Plastic Laminated Chair Rail in Office 107	\$221.00	620006H

Description: Furnish all labor materials and equipment to install a plastic laminated chair rail on the east wall of office 107. (CCR 070, CCD 017)

Requested by: District. \$221.00 to be added to the contract.

Reason for change: District standard. The existing chair rail was damaged prior to the start of construction. A new chair rail was provided.

Original Contract	\$1,326,500.00
Previous CCOs	\$14,711.00
This CCO	\$6,540.00
Total Contract	\$1,347,751.00

The revised contract amount is an increase of 1.60% from the original contract amount.

Contract Change Order No. 04

Project	Lincoln Elementary Modernization - 2017	Date	1/2/2018
Bid #	2683		
DSA #	115321		
Contract / Bid No.	LEM-11 (Contract #3170799)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0171	Revise Fire Alarm Panels in Classrooms	\$1,606.00	620006H

Description: Fur out the panels and re-wire the electrical. (CCR 042, CCD 010)

Requested by: Architect. \$1,606.00 to be added to the contract.

Reason for change: Unforeseen condition. The approved panels were not deep enough due to the thickness of the classroom walls.

CI No.	Description	Amount	Budget Code
0172	Cable Install for Cameras	\$892.00	620006H

Description: Install owner furnished cable for three (3) site cameras at the Admin. and MPR. (CRR 067, CCD 011)

Requested by: District. \$892.00 to be added to the contract.

Reason for change: District standards. District directed installation on new cable for site cameras to meet District standards.

Original Contract	\$926,096.00
Previous CCOs	\$17,434.00
This CCO	\$2,498.00
Total Contract	\$946,028.00

The revised contract amount is an increase of 2.15% from the original contract amount.

Contract Change Order No. 05-FINAL

Project	Buchanan High School Modernization - 2017	Date 1/2/2018
Bid #	2684	
DSA #	02-115416	
Contract / Bid No.	BHS-06 (Contract 3170732)	Page 1 of 1

CI No.	Description	Amount	Budget Code
0370	Paint Window Frames in Career Center	\$2,890.00	620006H

Description: Paint the existing interior side of the exterior window frames at the new counseling center offices. (CCR#95)

Requested by: District. \$2,890.00 to be added to the contract.

Reason for Change: District. The original contract documents did not include painting the interior side of these existing window frames. The District wanted to paint them to match existing as they were in need of new paint.

CI No.	Description	Amount	Budget Code
0447	Paint Window Frames/Doors/ Door Frames LMC	\$943.00	620006H

Description: Paint existing interior doors and frames at spaces adjacent to the Library Media Center. (CCR#98)

Requested by: District. \$943.00 to be added to the contract.

Reason for Change: District. The original contract documents did not include painting of these existing doors frames. The District wanted to paint them to match existing as they were in need of new paint.

CI No.	Description	Amount	Budget Code
0453	Paint Career Center Soffit & Ceramics Back Splash	\$617.00	620006H

Description: Paint the wall above the back splash at the Ceramics Classroom. (CCR#102)

Requested by: District. \$617.00 to be added to the contract.

Reason for Change: A&E omission. The original contract documents called for new replaced casework at the Ceramics Classroom. The contract documents did not call for the wall above the counter to be repainted.

Original Contract	\$226,585.00
Previous CCOs	\$81,360.00
This CCO	\$4,450.00
Total Contract	\$312,395.00

The revised contract amount is an increase of 37.87% from the original contract amount.

Contract Change Order No. 05-FINAL

Project	Buchanan High School Modernization - 2017	Date 1/2/2018
Bid #	2684	
DSA #	02-115416	
Contract / Bid No.	BHS-13 (Contract 3170720)	Page 1 of 1

CI No.	Description	Amount	Budget Code
0371	Connect Storm Drain	\$3,817.00	620006H

Description: Repair the pipe of the existing storm drain connection southwest of the pool complex. (CCR#96)

Requested by: District. \$3,817.00 to be added to the contract.

Reason for Change: Unforeseen condition. The existing storm drain line was allowing storm water from the pool complex to leak out near the walkway and planter southwest of the pool complex. Replacing/repairing the existing storm drain connection was required to fix the leak.

CI No.	Description	Amount	Budget Code
0372	Remove & Replace Sub-grade	\$9,210.00	620006H

Description: Remove the existing unwanted wet soil and replace with dry soil at the new concrete walk southwest of the pool complex. (CCR#97)

Requested by: District. \$9,210.00 to be added to the contract.

Reason for Change: Unforeseen condition. The existing storm drain line was allowing storm water from the pool complex to leak out near the existing walkway and planter southwest of the pool complex. Removing the existing unwanted wet soil and providing dry soil was required prior to placing the new concrete walk.

Original Contract	\$100,100.00
Previous CCOs	\$9,559.00
This CCO	\$13,027.00
Total Contract	\$122,686.00

The revised contract amount is an increase of 22.56% from the original contract amount.

Contract Change Order No. 05

Project	District Office Modernization - 2017 (CM-MP)	Date	1/2/2018
Contract / Bid No.	DO-04 (Contract #3170544)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0686	Building C Casework	\$7,089.00	620006H

Description: Furnish and install new casework in the Transportation area of Building C. Reinstall existing casework removed from the reception area, raise the existing transaction counter and add quartz top, and install diamond plate panels as requested.

Requested by: District. \$7,089.00 to be added to the contract.

Reason for change: District. Existing casework condition did not meet District standards. Quartz and diamond plate added to existing casework for increased durability in high traffic area.

Original Contract	\$249,388.00
Previous CCOs	\$6,347.00
This CCO	\$7,089.00
Total Contract	\$262,824.00

The revised contract amount is an increase of 5.39% from the original contract amount.

Contract Change Order No. 07

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-01 (Contract #3170542)

Date 1/2/2018

Page 1 of 1

CI No.	Description	Amount	Budget Code
0684	Concrete Demo at Transportation Building	\$1,750.00	620006H

Description: Cost to saw cut and demo additional concrete at the west end of the Transportation/Maintenance Building 'C' to correct multiple large existing cracks adjacent to new concrete.

Requested by: District. \$1,750.00 to be added to the contract.

Reason for change: District. Existing concrete condition did not meet District standards.

CI No.	Description	Amount	Budget Code
0685	Unforeseen Flooring Abatement	\$12,330.00	620006H

Description: Cost to provide labor and materials for flooring abatement at Building C.

Requested by: District. \$12,330.00 to be added to the contract.

Reason for change: District. Flooring demolition and abatement required for District requested changes to flooring finish in Building C.

Original Contract	\$180,000.00
Previous CCOs	\$11,134.00
This CCO	\$14,080.00
Total Contract	\$205,214.00

The revised contract amount is an increase of 14.00% from the original contract amount.

Contract Change Order No. 07

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-09 (Contract #3170548)

Date 1/2/2018
Page 1 of 1

CI No.	Description	Amount	Budget Code
0693	Omit Painting	(\$3,270.00)	620006H

Description: Credit to omit painting at Campus Catering department of the District Services Building.

Requested by: District. (\$3,270.00) to be credited to the contract.

Reason for change: District. District decided to paint this area at a later date when Campus Catering moves into their new building.

CI No.	Description	Amount	Budget Code
0694	Flooring & Counter Changes	\$2,969.00	620006H

Description: Costs include a credit of (\$11,934.00) for omitting flooring concrete sealer in Building 'C'. Costs to polish, and refinish wood counter top edges in the Transportation Reception area is \$14,903.00.

Requested by: District. \$2,969.00 to be added to the contract.

Reason for change: District. District requested changes for increased durability.

CI No.	Description	Amount	Budget Code
0695	Break Room Polished Concrete	\$2,656.00	620006H

Description: Cost to grind and polish concrete slab at Maintenance Building C Break Room C136.

Requested by: District. \$2,656.00 to be added to the contract.

Reason for change: District. District requested changes for increased durability.

Original Contract	\$112,432.00
Previous CCOs	\$31,463.00
This CCO	\$2,355.00
Total Contract	\$146,250.00

The revised contract amount is an increase of 30.08% from the original contract amount.

Contract Change Order No. 07

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-09 (Contract #3170548)

Date 1/2/2018
Page 1 of 1

CI No.	Description	Amount	Budget Code
0693	Omit Painting	(\$3,270.00)	620006H

Description: Credit to omit painting at Campus Catering department of the District Services Building.

Requested by: District. (\$3,270.00) to be credited to the contract.

Reason for change: District. District decided to paint this area at a later date when Campus Catering moves into their new building.

CI No.	Description	Amount	Budget Code
0694	Flooring & Counter Changes	\$2,969.00	620006H

Description: Costs include a credit of (\$11,934.00) for omitting flooring concrete sealer in Building 'C'. Costs to polish, and refinish wood counter top edges in the Transportation Reception area is \$14,903.00.

Requested by: District. \$2,969.00 to be added to the contract.

Reason for change: District. District requested changes for increased durability.

CI No.	Description	Amount	Budget Code
0695	Break Room Polished Concrete	\$2,656.00	620006H

Description: Cost to grind and polish concrete slab at Maintenance Building C Break Room C136.

Requested by: District. \$2,656.00 to be added to the contract.

Reason for change: District. District requested changes for increased durability.

Original Contract	\$112,432.00
Previous CCOs	\$31,463.00
This CCO	\$2,355.00
Total Contract	\$146,250.00

The revised contract amount is an increase of 30.08% from the original contract amount.

Contract Change Order No. 08-FINAL

Project	Buchanan High School Modernization - 2017	Date	1/2/2018
Bid #	2684		
DSA #	02-115416		
Contract / Bid No.	BHS-12 (Contract 3170721)		Page 1 of 1

CI No.	Description	Amount	Budget Code
0367	DSA Additional Costs	\$4,223.00	620006H

Description: Provide additional light fixture mounting fix of all (16) existing pendant mounted light fixtures in the Library. (RFI#149 CCR#92)

Requested by: DSA. \$4,223.00 to be added to the contract.

Reason for Change: DSA requirement. The supports for sixteen pendant light fixtures did not meet the current structural codes, and were not installed per the original as-built construction drawings. The fixtures needed to provide additional support of replaced fixture bolts and added safety cables per DSA requirement.

CI No.	Description	Amount	Budget Code
0448	Repair Electrical Conduit	\$1,549.00	620006H

Description: Repair the existing underground electrical conduit serving site parking lighting. (CCR#99)

Requested by: District. \$1,549.00 to be added to the contract.

Reason for Change: Unforeseen condition. The existing electrical conduit was in the asphalt section. Repair was required to return service to the existing site parking lighting.

CI No.	Description	Amount	Budget Code
0449	Remove/Reinstall Conduit in LMC Soffit	\$1,155.00	620006H

Description: Remove and reinstall existing conduit in the main soffit of the LMC. (CCR#100)

Requested by: District. \$1,155.00 to be added to the contract.

Reason for Change: A&E omission. The original contract documents included accessing the existing main soffit to install new structural steel for the Nana Wall in the LMC. Existing electrical conduit was in conflict with installation of new steel and had to be removed and reinstalled. The contract documents did not include scope to remove and reinstall this conduit.

CI No.	Description	Amount	Budget Code
0450	Install L5-30 Receptacle in LMC Server Room	\$2,924.00	620006H

Description: Provide a new power outlet in the existing Data Room of the LMC. (CCR#101)

Requested by: District. \$2,924.00 to be added to the contract.

Reason for Change: District. The District wanted to add a power outlet in this Data Room for maintenance purposes. There was not sufficient amount of power outlets in this room.

Original Contract	\$1,747,333.00
Previous CCOs	\$11,855.00
This CCO	\$9,851.00
Total Contract	\$1,769,039.00

The revised contract amount is an increase of 1.24% from the original contract amount.

Contract Change Order No. 08

Project District Office Modernization - 2017 (CM-MP)

Date 1/2/2018

Contract / Bid No. DO-10 (Contract #3170549)

Page 1 of 2

CI No.	Description	Amount	Budget Code
0696	Wrap Exposed Steel Column	\$534.00	620006H

Description: Cost to wrap the existing exposed steel column, in Building A Communications area, with aluminum break metal to match the dark bronze storefront system.

Requested by: Architect. \$534.00 to be added to the contract.

Reason for change: A&E omission. Appearance of exposed tube steel column does not meet District standards.

CI No.	Description	Amount	Budget Code
0697	New Door and Power & Data	\$2,656.00	620006H

Description: Cost to add new door to east wall of Directors' Office C146. Add power and data for new wall mounted T.V. monitors to South wall of Dispatch C149.

Requested by: District. \$2,656.00 to be added to the contract.

Reason for change: District. District requested changes to Transportation area for proper department function.

CI No.	Description	Amount	Budget Code
0698	Additional Dias Sign	\$307.00	620006H

Description: Cost to provide one additional Dias sign for the Student Board Member's name included on the sign.

Requested by: District. \$307.00 to be added to the contract.

Reason for change: District. Initial sign delivered was not personalized with the members' name. This will be saved for future use.

CI No.	Description	Amount	Budget Code
0699	Restroom Wall Finish	\$2,286.00	620006H

Description: Furnish and install AC plywood to match existing surface at exterior side of walls of Building C second floor restrooms.

Requested by: District. \$2,286.00 to be added to the contract.

Reason for change: District. District decided to match existing wall finish.

CI No.	Description	Amount	Budget Code
0700	Soundproofing in Office E128	\$717.00	620006H

Description: Install R-19 sound batt insulation above existing acoustical ceiling at perimeter of walls, both sides, at Office E128, and over top of wall. Install door acoustic seal set PEMKOSTCSET-3B on Office E128 existing door.

Requested by: District. \$717.00 to be added to the contract.

Reason for change: District. Soundproofing required at this office. Insulation added for sound transmission during parent meetings in SSSA.

Contract Change Order No. 08

Project District Office Modernization - 2017 (CM-MP)

Date 1/2/2018

Contract / Bid No. DO-10 (Contract #3170549)

Page 2 of 2

Original Contract	\$1,013,530.00
Previous CCOs	\$23,962.00
This CCO	\$6,500.00
Total Contract	\$1,043,992.00

The revised contract amount is an increase of 3.01% from the original contract amount.

Contract Change Order No. 09

Project District Office Modernization - 2017 (CM-MP)

Date 1/2/2018

Contract / Bid No. DO-14 (Contract #3170552)

Page 1 of 2

CI No.	Description	Amount	Budget Code
0701	Power & Data Pole	\$238.00	620006H

Description: Cost to disconnect and remove existing power and data pole in Building A. The pole was located in the northeast area of the building which is now the new Purchasing Department. It was removed to accommodate the new cubicle furniture configurations.

Requested by: District. \$238.00 to be added to the contract.

Reason for change: District. Power and data pole removed to accommodate the new cubicle furniture configurations.

CI No.	Description	Amount	Budget Code
0702	Screen Controls at PDB	\$397.00	620006H

Description: Cost to rewire the projector screen on the West side of the Boardroom. Change configuration to allow the screen to be controlled by either the new AV controller or existing wall switch.

Requested by: District. \$397.00 to be added to the contract.

Reason for change: District. Rewire required for District preferred function of the Boardroom equipment.

CI No.	Description	Amount	Budget Code
0703	Add Power at Boardroom	\$1,121.00	620006H

Description: Furnish and install multiple power outlets in various locations of the Boardroom for additional AV equipment. Outlet and wiring added to the existing floor box at the Northwest side of the new Boardroom entrance, and above the new soffit on the East side of the room to power up an AV splitter. A separator breaker was provided to supply additional power to the new AV equipment at the rack.

Requested by: District. \$1,121.00 to be added to the contract.

Reason for change: District. Power needed for additional AV equipment.

CI No.	Description	Amount	Budget Code
0704	Install Equipment	\$18,155.00	620006H

Description: Cost for additional work to install owner supplied equipment at PDB Boardroom. Work performed on a T&M basis.

Requested by: District. \$18,155.00 to be added to the contract.

Reason for change: District. District provided additional equipment to contractor for installation required for proper function of Boardroom. The District provided equipment was purchased for the recording of Board meetings.

CI No.	Description	Amount	Budget Code
0705	Replace Damaged Cable	\$2,985.00	620006H

Description: Cost to replace CAT6 cable damaged at Building D.

Requested by: Contractor. \$2,985.00 to be added to the contract.

Reason for change: Unforeseen condition. Cable was discovered during demolition.

Contract Change Order No. 09

Project District Office Modernization - 2017 (CM-MP)
Contract / Bid No. DO-14 (Contract #3170552)

Date 1/2/2018
Page 2 of 2

CI No.	Description	Amount	Budget Code
0706	Electrical Work	\$8,396.00	620006H

Description: Due to existing conditions of the electrical panels in Building C, an additional electrical panel and transformer is needed to accommodate the new HVAC units, restroom heaters and other electrical components on the second floor.

Requested by: Architect. \$8,396.00 to be added to the contract.

Reason for change: A&E omission. New electrical panel and transformer needed to accommodate electrical components being installed in Building C.

CI No.	Description	Amount	Budget Code
0707	Add Power & Data	\$2,660.00	620006H

Description: Cost to add power and data at Building H Lobby H101.

Requested by: District. \$2,660.00 to be added to the contract.

Reason for change: District. Added additional power and data for the future reception desk in the existing Child Development/Campus Catering lobby.

Original Contract	\$950,645.00
Previous CCOs	\$35,671.00
This CCO	\$33,952.00
Total Contract	\$1,020,268.00

The revised contract amount is an increase of 7.32% from the original contract amount.



Board Agenda Item

Friday, December 22, 2017

Agenda Item: R. - 1.

Title: Secondary New Course of Study Proposals 2018-19

CONTACT PERSON: Norm Anderson

FOR INFORMATION: December 6, 2017 **FOR ACTION:** January 17, 2018

RECOMMENDATION:

Authorize the Superintendent or designee to approve the New Course of Study Proposals for use in the District's high schools for the 2018-19 school year, as submitted.

DISCUSSION:

The proposed New Courses of Study, which would be available at the District's five comprehensive high schools unless noted, are:

- Advanced Placement Computer Science Principles
- Advanced Technical Theater
- Composition through Careers – Center for Advanced Research and Technology (CART)
- Computer Aided Design and Engineering
- Digital Photography II
- Engineering Design – Clovis Online School
- Foundations of Math 3
- Fundamentals of Carpentry
- Honors Introductions to Engineering
- Honors Principals of Engineering
- Latin I – Clovis Online School
- Latin II – Clovis Online School
- Personal Finance – Clovis Online School
- Physical Forensic Science – CART
- Physics, Engineering and Technology

The course proposals were reviewed by members of the Curriculum Board Subcommittee during their November 28, 2017, meeting and were available for members of the Board to review at their December 6, 2017, Governing Board meeting.

FISCAL IMPACT/FUNDING SOURCE:

None.

REVISIONS:



Board Agenda Item

Friday, December 22, 2017

Agenda Item: R. - 2.

Title: Agreement with the Welty Center at California State University, Fresno for BCII Leadership Seminars

CONTACT PERSON: Norm Anderson

FOR INFORMATION: December 6, 2017 **FOR ACTION:** January 17, 2018

RECOMMENDATION:

Authorize the Superintendent or designee to enter into an agreement with the Welty Center at California State University, Fresno to provide professional learning for the Foundation for Building Coherence for Instructional Improvement Leadership Seminars, as submitted.

DISCUSSION:

Clovis Unified has previously contracted with the John D. Welty Center for Educational Policy and Leadership at California State University, Fresno to perform Foundation for Building Coherence for Instructional Improvement (BCII) Leadership Seminars and it is recommended that the District continue this training with District leaders who have not participated in the past.

Throughout Clovis Unified's history, common values, practices and beliefs have guided the District's student-centered culture. The BCII Leadership Seminars align to the District's mission to remain connected to these core values and practices as BCII empowers school faculties to apply 21st century leadership ideas and processes in order to empower all teachers to better serve students. The BCII process shifts professional learning from individual teachers to a school-wide growth model.

FISCAL IMPACT/FUNDING SOURCE:

The BCII Leadership Seminars are fully funded through the Educator Effectiveness Grant in the amount of \$73,000 for the 2017-18 school year.

REVISIONS:



Board Agenda Item

Friday, December 22, 2017

Agenda Item: R. - 3.

Title: School Year Calendars for 2018-19 and 2019-20

CONTACT PERSON: Barry Jager

FOR INFORMATION: December 6, 2017

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the recommended school calendars for the school years 2018-19 and 2019-20, as submitted.

DISCUSSION:

The Calendar Committee, comprised of 40 members representing every employee group in Clovis Unified and the Governing Board, has convened to develop a recommendation for the upcoming school year calendars for 2018-19 and 2019-20. The recommended calendars are attached.

FISCAL IMPACT/FUNDING SOURCE:

ATTACHMENTS:

Description	Upload Date	Type
Proposed School Calendar - 2018-19 - Draft	1/11/2018	Backup Material
Proposed School Calendar - 2019-20 - Draft	1/8/2018	Backup Material

REVISIONS:

CLOVIS UNIFIED CERTIFICATED STAFF CALENDAR 2018-2019 DRAFT

CLOVIS UNIFIED CERTIFICATED STAFF CALENDAR 2019-2020 DRAFT



Board Agenda Item
Friday, December 22, 2017

Agenda Item: R. - 4.

Title: Revised Board Policy No. 1101 – Board Bylaws

CONTACT PERSON: Eimear O'Farrell

FOR INFORMATION: December 6, 2017 **FOR ACTION:** January 17, 2018

RECOMMENDATION:

Approve revisions to Board Policy No. 1101 – *Board Bylaws*, as submitted.

DISCUSSION:

Senate Bill 468 and Assembly Bill 261 and their corresponding changes related to student Governing Board members require that minor changes be made to Board Policy No. 1101 – *Board Bylaws* to reflect new notification and voting processes for student representatives. These needed modifications were discussed during the November 28, 2017, Curriculum Board Subcommittee. A copy of the policy with the proposed revisions is attached.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

ATTACHMENTS:

Description	Upload Date	Type
Board Policy No. 1101 - Draft Revisions	1/12/2018	Backup Material

REVISIONS:

CLOVIS UNIFIED SCHOOL DISTRICT

DISTRICT ORGANIZATION AND GOALS

Governing Board

BOARD BYLAWS

PURPOSE: To publish the Bylaws governing the creation, organization and operation of the Governing Board of Clovis Unified School District.

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CLOVIS UNIFIED SCHOOL DISTRICT

Article I

OFFICIAL NAME, DISTRICT CREATION AND DISTRICT CLASSIFICATION

Section 1 - Official Name

The Board shall be known officially as “The Board of Clovis Unified School District,” in the County of Fresno.

Section 2 - District Creation

The Clovis Unified School District comprises all of the districts formerly known as Clovis Elementary, Dry Creek Elementary, Fort Washington-Lincoln Elementary, Jefferson Elementary, Pinedale Elementary, Temperance-Kutner Elementary, and Clovis Union High School Districts. Such District was created by the Fresno County Committee on School District Organization, July 1, 1960, with said boundaries being officially set forth in the records of the County Superintendent of Schools of Fresno County.

Section 3 - Classification

The Clovis Unified School District shall be defined as a unified school district formed for the purpose of providing a program of education in grades kindergarten (K) through twelfth (12th), pre-school, adult education and community service programs.

Article II

AUTHORITY

Section 1 - Authority

The Board is established by and derives its authority from the Constitution and the statutes of the State of California; the Education Code; the Government Code; the Motor Vehicle Code; the Business and Professions Code; the Civil Code; the Elections Code; the Insurance Code; the Military and Veterans Code; the Penal Code; the Health and Safety Code; the California Administrative Code; Title 5; Rules & Regulations of the Board of Education of Fresno County; Federal laws and regulations; and opinions of courts of jurisdiction.

Article III

MEMBERSHIP

Section 1 - Number

The Clovis Unified School District Board shall consist of seven ~~voting~~ members and one student representative. ~~Voting m~~Members of the Board must reside within the area which they represent.

Section 2 - Area Designation

Each Trustee election area is outlined in Exhibit 1101.

CLOVIS UNIFIED SCHOOL DISTRICT

Section 3 - Student Representative

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to facilitate student input and involvement, the Board shall include a Student Board Member **Representative** who shall have the right to attend all Board meetings except Closed Session.

The Board shall appoint one ~~non-voting~~ student member who shall be selected in the following manner:

- a. The Interschool Council ("ISC") shall recommend one of ~~its~~**their** members who is a graduating senior for ratification by the Area high school principals;
- b. Upon ratification by the Area high school principals, the ~~non-voting~~ senior student member will be seated at the first regular meeting of the Board after the beginning of the school year and shall serve until June 30 of that same academic school year;
- c. In the event the student is unable to complete the term of office, a new member will be selected using the procedure described in "a" and "b" above.

The term of office for the Student Board Member shall be one calendar year commencing July 1 of each year. ~~Attendance at Board meetings by the Student Board Member shall begin with the first regular meeting of the Board after the beginning of the school year and end with the last meeting of the regular school year.~~

The Student Board Member **Representative** shall ~~be seated with the members of Board and recognized as full members of the Board, which includes~~ receiving all open meeting materials presented to Board members, ~~being invited to staff briefings of board members or being provided a staff briefing within the same time frame,~~ and participating in Board ~~questioning and~~ discussions except those matters related to Closed Sessions. ~~The Student Board Member shall have no vote but may, for the record, state support of, or opposition to, motions.~~

The Student Board Member Representative shall have preferential voting rights to formally express an opinion that is recorded in the minutes and cast before the official vote of the Governing Board, but which will not serve in determining the final numerical outcome of a vote. No preferential vote shall be solicited on matters subject to closed session discussion.

The Student Representative shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Education Code section 35120. Student Board Member Representative shall receive \$25 per meeting attended to offset expenses.

Section 4 - Election

Members of the Board shall be elected in a manner specified by law.

CLOVIS UNIFIED SCHOOL DISTRICT

Section 5 - Filling a Vacancy

Vacancies on the Board occasioned by resignation, recall, expulsion, failure to elect, or death shall be filled in accordance with the Education and Government Codes of the State of California.

Section 6 - Removal

A Board member may be removed by death, resignation, recall, termination of District residency, or corrupt misconduct or failure to discharge the duties of the office for a period of three consecutive months.

Section 7 - Term

The entire Board was elected at the time of unification (*July 1, 1960*) and it was determined by lot that trustee areas 1, 3 and 6 would serve for an initial two-year period and trustee areas 2, 4, 5 and 7 would serve for an initial four-year period. Subsequent to this determination, Board members are elected for a four-year term. Unexpired terms are filled in accordance with the Education Code of the State of California.

Section 8 - Compensation

Board members are reimbursed upon presentation of a voucher for expenses incurred in the performance of their duties. Approval of the warrant at a regular Board meeting shall constitute authorization for reimbursement to the individual member on the part of the Board.

Board members who so elect may receive such health and welfare benefits as are now extended to District management employees.

Compensation for voting members shall be the maximum rate established by California Education Code Section 35120. ~~Student representatives shall receive \$25 per meeting attended to offset expenses.~~

Article IV

DUTIES AND LIMITATIONS OF INDIVIDUAL BOARD MEMBERS

Section 1 - Duties

The major duties of an individual Board member are as follows:

1. To be familiar with the State school laws, regulations of the State Department of Education, and Clovis Unified School District policies.
2. To develop a general understanding of the priorities, goals and objectives of the Clovis Unified School District.

CLOVIS UNIFIED SCHOOL DISTRICT

3. To attend regular and special Board meetings, prepared to act upon agenda items.
4. To vote and act in the Board meetings ethically and legally.
5. To vote and act in the Board meetings impartially, ethically, and in compliance with the law in the best interest of the District.
6. To accept the will of the majority Board vote.
7. To refer inquiry or concern to the proper District personnel.
8. To follow established rules of order in the conduct of meetings.
9. To participate in Board development activities by attending conferences and workshops designed to enhance ability to perform Board duties as needed.
10. To visit schools.
11. To adhere to the Code of Ethics of the California School Boards Association as adopted by the Board.

Section 2 - Limits of Board Members Authority

As publicly elected officials, Board members may choose to be accessible and responsive to their constituents, to meet with their constituents, and to express their individual opinions and concerns. However, the Board, as a whole, is the unit of authority over the District and an individual Board member has no individual authority to act on behalf of the District, unless directed to do so by the Board. The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is pursuant to specific instruction by the Board. Individual Board members shall represent the Board at official functions, such as public hearings, only by official appointment or direction from a majority of the Board in Public Session.

Article V

BOARD DUTIES AND RESPONSIBILITIES

Section 1 - Corporate Body

The Board constitutes a corporate body which possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued; purchase, hold and sell personal and real property; and, enter into such obligations as authorized by law.

Section 2 - Duties

The Board shall:

CLOVIS UNIFIED SCHOOL DISTRICT

1. Establish District policy and Board bylaws, and shall implement procedures for policy and bylaw adoption, revision and review.
2. Oversee District operations to assure policy implementation and maintenance.
3. Employ and evaluate the District superintendent.
4. Adopt an annual budget, authorize District expenditures, establish salary schedules and approve capital investments.
5. Serve as the final appeal for formal complaints from the public, staff or students.
6. Delegate such duties as may be appropriate to the Superintendent.
7. Define the mission for the District and establish priorities for District programs, services and activities.
8. Establish other duties consistent with existing law as may be appropriate.

Section 3 - Policy-Making Responsibility

The Board shall exercise its policy-making responsibility by adopting bylaws and policies not inconsistent with the law and/or opinions of courts of competent authority, for its own government and for the organization and operation of the District.

The formulation and adoption of written bylaws and policies shall constitute the basic method by which the Board shall exercise its leadership. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

Such bylaws and policies may be adopted, amended or repealed at any Board meeting, provided that the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting, and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected, except that the Board may adopt, amend or repeal policies or bylaws at any meeting of the Board provided that they:

1. are mandated by law;
2. are perfunctory in nature;
3. are recommended as a result of employee negotiations; or,
4. address an emergency situation. (*An emergency shall be any situation or set of circumstances which the Board has reason to believe will jeopardize the safety and welfare of students or employees or may require the closing of schools.*)

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Article VI

ORGANIZATIONAL MEETING

Section 1 - Organizational Meeting

The Board shall organize annually at an Organizational Meeting in December. The organizational meeting shall be held within 15 days after any Governing Board Members elected that year takes office or no later than 15 days after the first Friday in December if no Board Members are elected that year.

Article VII

OFFICES AND MEMBERSHIPS

Section 1 - Officers

The Board shall organize by the election of a President, Vice President, and a Clerk from among its members. Election may be by secret ballot. The Superintendent shall serve as Secretary of the Board and the Board will appoint an Assistant Secretary.

Section 2 - Memberships

1. The Board shall, at ~~its~~^{their} annual Organizational Meeting, elect a representative to the Fresno County Committee on School District Organization.
2. The Board may wish to appoint from its membership persons to represent the Board in organizations such as the Fresno County School Trustees Association, the California School Boards Association, and the like.

Article VIII

DUTIES OF OFFICERS

Section 1 - President

The President shall preside at all meetings of the Board and shall perform all duties imposed by statutes and/or prescribed by the Board. The President shall preserve order and decorum at the meetings. The President shall declare all votes and if any member requests a roll call vote, the Assistant Secretary shall call the roll and the President shall declare the ayes and noes. The President shall have the same right as other members to discuss questions and to vote thereon.

The President shall participate in District activities that include but are not limited to:

1. Attending all Board Agenda Review meetings;

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2. Serving as an active member of the Foundation for Clovis Schools;
3. Speaking on behalf of the Board at the following events: annual General Session, National and State school recognition ceremonies, Groundbreaking ceremonies, Employee Recognition ceremonies, Retirement ceremonies, Districtwide Student Recognition ceremonies, and other Districtwide events as necessary; and
4. Serving as the voice of the Board for media inquiries regarding significant District-related issues.

In collaboration with the Superintendent's Executive Cabinet, an out-going President may participate in an Orientation Session for the newly appointed Board President.

Section 2 - Vice President

The Vice President shall preside when the President is absent or upon request of the President.

Section 3 - Clerk

The Clerk shall perform duties of the President in the absence of the President and Vice President and shall execute all documents on behalf of the Board, except as otherwise provided by law.

Section 4 - Secretary

The Superintendent shall serve as Secretary of the Board. The Secretary shall send out notices of all meetings. The Secretary shall keep a proper and complete record of the proceedings of the meetings of the Governing Board. The Secretary shall prepare the minutes, distribute and file same, or designate such action. The Secretary shall post all legal notices, prepare and sign all legal documents and reports that require signature. The Secretary shall perform such other duties as may be prescribed by the Board or by state statutes. The Secretary shall also serve as Parliamentarian for the Board.

Article IX

BOARD SUBCOMMITTEES, SPECIAL ADVISORY COMMITTEES, AND BOARD CONSULTANTS

Section 1 - Committees of the School Board

1. Types of Committees

The Board shall establish the following standing School Board committees:

- Budget Subcommittee
- Facilities Subcommittee
- Curriculum Subcommittee
- Clovis City Council/Governing Board Joint Subcommittee

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- Fresno City Council/Governing Board Joint Subcommittee
2. Terms
The five standing subcommittees' membership terms of office shall be one year from the annual Organizational Meeting to the next subsequent Organizational Meeting of the Board.
 3. Participation
Each Board member is expected to serve on at least one Board subcommittee, but may agree to serve on as many subcommittees as authorized by the Board.
 4. Membership
Membership of Board subcommittees shall be limited to three members. Members shall be selected by consensus of the Board. The Superintendent, or designee, shall serve as an ex-officio member of each Board committee.
 5. Subcommittee Facilitation
Each Board subcommittee will be facilitated by a District administrator.
 6. Authority
All Board subcommittees shall be advisory to the full Board, shall request information relative to subcommittee responsibility on behalf of the Board and shall provide staff direction on relevant subcommittee issues except in the case when such requests and/or direction are considered by the Superintendent or any Board member to be matters of policy or otherwise hold significant implication for District plans or procedures. The Facilitator shall notify the Superintendent of all issues addressed and direction(s) recommended by the subcommittee. The Superintendent shall delay implementation of such direction or action related to a subcommittee request until such time as the Board shall have an opportunity to debate and decide the issue. On all issues requiring Board action, subcommittees shall review pertinent information and points of view and shall then present oral summary reports to the full Board. Board subcommittees may make recommendations to the full Board, but no decisions made in a Board subcommittee meeting shall be binding on the full Board.

Section 2 - Special Advisory Committees

The Board declares its intent to appoint special Advisory Committees. These committees shall be charged by the Board specifically to conduct studies, make recommendations to the Board, and act in an advisory capacity, but they shall at no time take action on behalf of the Board. Such committees shall be created by a majority vote of the Board. A motion creating a special Advisory Committee shall state the following:

1. the purpose,
2. the number of members,
3. the date the committee will be activated,

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4. the powers, including specific instruction and/or prohibitions, and
5. report date

The majority of the members of the special Advisory Committee shall be bona fide residents of the District during the entire period of their service on the committee. Any District resident who terminates residency during the term of service shall immediately submit a resignation to the Board. District staff shall be assigned to support special Advisory Committee work. Committee members shall be appointed by the Board in the following manner:

1. Each member of the Board shall nominate one or more persons depending upon the size of the committee.
2. Nominations shall be made at the first meeting following the creation of the committee.
3. Prior to the submission of names of potential committee members, each Board member may communicate with nominees to determine whether the nomination will be accepted, and those who decline shall not be placed in nomination.
4. If any vacancy occurs during the life of the committee, replacement nomination shall be named by the Board member who nominated the committee member whose departure created the vacancy.

Special Advisory Committees will receive full logistical support from the resources of the District. This support may include clerical assistance, postage, local transportation for the purpose of investigation, and the assistance of District employees as experts on particular subjects. Advisory Committees are not authorized to obligate the District for the payment of any other funds in connection with their work. If the committee determines that the expenditure of public funds is required by the assigned task, it shall so report to the Board which will take action according to the circumstances and the law relating to such matters.

At the first meeting of the Advisory Committee a representative of the Board and/or the Superintendent, or designee, shall be present to explain to the Advisory Committee the reason for being called into existence, and the task the Board wishes the committee to accomplish.

All meetings of the committee shall be open to the public, but the public shall not interfere with, nor disturb, the meetings.

The special Advisory Committee shall be dissolved upon its final recommendation to the Board unless the Board determines otherwise. The committee may be terminated by a majority vote of the Board any time.

Written notices of all meetings shall be prepared and provided to all committee members.

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Membership may be withdrawn if a member fails to attend three successive meetings. Special Advisory Committees shall advise and report upon only those programs which relate to the purposes of the committee.

Section 3 - Consultants

The Board encourages the use of professional consultants from the State Department of Education, colleges, universities and other resource persons, when such services will be helpful in the improvement of the District. All consultants to the Board shall be approved by the Board prior to the invitation and arrangement for visitation by such person or persons to the District.

Article X

MEETINGS

Section 1 - Parliamentary Authority

Robert's Rules of Order, Newly Revised, shall govern the Board in its deliberations in all cases in which it is not inconsistent with statutes, the California Code of Regulations or these bylaws, except that the rules may be amended at any regular meeting by an affirmative vote of not less than four members of the Board, provided the amendment has been reduced to writing and proposed at a previous meeting.

Section 2 - Minutes

Minutes shall be kept of all public meetings of the Board and shall be maintained in a suitable journal of proceedings. Such minutes shall record every official act of the Board and be kept in sufficient detail to show compliance with the law. The minutes shall be part of the public record of this Board and shall be available for public inspection.

Section 3 - Regular Meetings

The Board normally meets twice monthly on the second and fourth Wednesday of each month at 6:30 p.m. Unless specified elsewhere, the meeting place shall be the Boardroom of the Clovis Unified School District located at 1680 David E. Cook Way, Clovis, California.

The Secretary shall, at least 72 hours before a regular Board meeting, post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items that are to be discussed in Closed Session. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2). The Secretary shall also provide the agenda and agenda booklets of all regular meetings at least seventy-two (72) hours before the meeting to all members of the Board.

Section 4 - Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, Deputy Superintendent, Associate

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Superintendent, Assistant Superintendent, or other management employee as described in Government Code 3511.1.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the District's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting.

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the Clerk or Secretary of the Board or by being present at the meeting at the time it convenes.

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration.

Section 5 - Closed Session Meetings

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold Closed Sessions only for purposes authorized by law, which includes the following: personnel matters to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee, in accordance with Government Code 54957; to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an Open Session in accordance with Government Code 54957; session to discuss a District employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan in accordance with Government Code 54957.10; to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, in accordance with Government Code 54957.6; Closed Sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees in accordance with Government Code 54957.6; to meet with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6; to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in Open Session. Regardless of whether the expulsion hearing is conducted in Open or Closed Session, the Board may meet in Closed Session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918); to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other

CLOVIS UNIFIED SCHOOL DISTRICT

action against a student except expulsion. If a written request for Open Session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070); discuss matters of school security with law enforcement agents or agencies in accordance with Government Code 54957; to meet in Closed Session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the District in order to grant its negotiator authority regarding the price and terms of payment for the property in accordance with Government Code 54956.8; to confer with or receive advice from its legal counsel regarding a pending/anticipated litigation in accordance with Government Code 54956.9; to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the District is a member in accordance with Government Code 54956.95; upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in Closed Session to discuss its response to that report in accordance with Government Code 54956.75; and to review the contents of any student assessment instrument approved or adopted for the statewide testing system. However, before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617).

A Closed Session may be held during a regular, special, or emergency meeting in accordance with law and each agenda shall contain a general description of each Closed Session item to be discussed at the meeting, as required by law. (Government Code 54954.2)

The Board shall disclose in Open Session the items to be discussed in Closed Session. In the Closed Session, the Board may consider only those matters placed on the Closed Session agenda. After the Closed Session, the Board shall reconvene in Open Session before adjourning the meeting, and when applicable, shall disclose any action taken in the Closed Session, in the manner prescribed by Government Code 54957.1. The Board shall not disclose any information that is protected by state or federal law.

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

Section 6 – Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

CLOVIS UNIFIED SCHOOL DISTRICT

Section 7 - Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Section 8 – Exception to the Brown Act related to Negotiations

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

1. Any meeting and negotiating discussion between the District and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator

CLOVIS UNIFIED SCHOOL DISTRICT

4. Any executive (closed) session of the District or between the District and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives.

Section 9 - Order of Business at Regular and Adjourned Meetings

The President, upon taking the chair, shall call the members to order on the appearance of a quorum of four. The order of business may include:

1. Call to Order
2. Roll Call
3. Closed Session
4. Reconvene for Public Session
5. Pledge of Allegiance to Flag
6. Invocation
7. Recognition of Visitors
8. Closed Session Motions
9. Approval of Minutes
10. Adoption of Agenda
11. Student Board Member Report
12. Special Presentations/Awards
13. Public Presentations
14. Public Hearings
15. Staff Reports
16. Consent Agenda

The Superintendent shall prepare the agenda and recommend to the Board those items which the Superintendent believes require only perfunctory action. This portion of the agenda will be entitled "Consent Agenda."

CLOVIS UNIFIED SCHOOL DISTRICT

The Board President shall request adoption of the Consent Agenda and, unless a Board member objects, the adoption of the Consent Agenda will be made by a single motion.

17. Action

Items typically appear for vote by the Board after first being seen at an earlier meeting under the Information portion of an agenda in order to provide the Board additional opportunity for questions and/or discussion.

18. Information

No vote is taken on items appearing under Information.

19. Subcommittee Reports

20. Board Member Reports

21. Superintendent's Report

22. Adjournment

Section 10 – Agendas

Agenda materials shall be furnished to [all](#) members of the Board and may include privileged information. As part of the agenda, the Superintendent shall submit to the individual members of the Board recommendations and reports for action. All supplemental information shall be delivered 48 hours prior to Board meetings, with the exception of litigation or emergency personnel issues.

Based on current costs, the Superintendent may establish a nominal fee to be charged for agenda materials. Privileged information is to be withheld from booklets requested by the public. Public agenda materials are available online within the timeframe required by California's Public Meeting Act.

A copy of the agenda shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2) and shall be provided at the time of posting, if previously requested, to all newspapers of general circulation, radio and television stations. Copies will be available to the public at the meeting place and online.

Section 11 - Voting Method

The ayes and noes, and any abstentions, upon votes by individual Board members taken shall be entered on the record, unless it is indicated in the record that the vote is unanimous. Every member shall have the privilege of having the vote and reasons therefore recorded on any and every question if requested, while the vote is being taken or immediately after the result of the vote has been announced by the President, and before the statement of a new question.

CLOVIS UNIFIED SCHOOL DISTRICT

Section 12 - Public Participation in Board Meetings

All meetings of the Board shall be open to the public. All actions of the Board shall be taken openly. The public is invited to attend Board meetings and will be given opportunity to voice opinions. However, the law requires the Board to respect employees' privacy. Members of the public may feel free to use this time to criticize either the Board or the District as a whole. However, if there is a complaint about an individual employee which could result in disciplinary action, the Board will request that the member of the public refrain from naming the public employee and refer the member of the public to the District's complaint procedure found in Board Policy No. 9207.

The Board, as the representative body of the District, wishes to provide an avenue for any citizen to express interest in, and concern for, the District. Accordingly, the Board hereby adopts the following rules concerning public participation at meetings of the Board:

1. Members of the public have the right to place matters "*directly related to school business*" on the formal agenda of Board meetings:
 - a. So that the Board and District administrative personnel can adequately discharge their responsibilities, citizens who wish to have items placed upon the formal agenda for consideration at an upcoming Board meeting must make a request to the Clovis Unified School District Office located at 1450 Herndon Avenue, Clovis, no later than one week prior to the date of the scheduled Board meeting.
 - b. In connection with matters included on the formal agenda by members of the public, the Board reserves the right to:
 - (1) Determine the order of business as to the discussion and consideration of such items.
 - (2) Determine the appropriate meeting at which to consider the item if a reasonable justification for doing so exists.
2. In addition, members of the public also have the right to comment upon all matters included on the formal agenda whether placed there by members of the public or otherwise. In connection therewith, the President of the Board reserves the right to:
 - a. Limit the discussion of a particular issue
 - b. Postpone the discussion of a particular item until a later time or later meeting provided that reasonable justification exists.
 - c. Public comments shall be heard only from individuals physically present at the meeting.
3. Finally, the Board shall take testimony on matters not included on the agenda of a regularly scheduled meeting which members of the public wish to bring to the attention of the Board.

CLOVIS UNIFIED SCHOOL DISTRICT

This discussion shall occur during the “*Public Presentation*” portion of the agenda and must be delivered by an individual physically present at the meeting. Individuals wishing to make a presentation must so advise the Board President by completing a “*sign-in*” sheet prior to the meeting. Individual presentations shall be limited to a maximum of three (3) minutes. Each individual wishing to address the Board is allocated 3 minutes and may NOT give their 3 minutes to another individual. This time limit may be adjusted by the Board President if reasonable justification exists to do so. The Board will take no action on such matters at the same meeting at which such testimony is taken. Nothing herein shall limit further discussion on such subject matter at a subsequent meeting of the Board.

Section 11 - News Coverage

Notification of regular, adjourned, special and cancelled regular meetings shall be sent, if requested, to each local newspaper of general circulation and radio or television station by mail at least twenty-four (24) hours before the specified date and time of meeting.

Section 12 - Tape Recordings

Taping of the meetings of the Board is permissible both by the news media and private citizens so long as the process does not materially interfere with the proceedings of the Board.

Section 13 - Public Records

The Superintendent, as Secretary of the Board, shall retain all official Board records. Said records are available for inspection by the public including members of the press, at the office of the Superintendent during regular hours of the school day, when a proper request is made according to established procedures, unless confidentiality of such records is prohibited by law. A nominal fee may be charged to cover costs of copies of such records.

*Education Code sections 35010, 35012, 35022, **35102**, 35120, 35140, 35142, 35143, 35145, 35145.5, 35146, 35162, 35163, 49060, 35161, 35166, 35291, 48906
Government Code sections. 6250 et. seq., 54950 et seq.
3540.1, 3549.1, 54961
Calif. Code Regs., Title 5 16023 (b)*

<i>Adopted:</i>	<i>07/23/75</i>	<i>Revised:</i>	<i>09/14/95</i>
<i>Revised:</i>	<i>11/10/76</i>	<i>Revised:</i>	<i>11/25/96</i>
<i>Revised:</i>	<i>06/28/78</i>	<i>Revised:</i>	<i>11/25/96</i>
<i>Revised:</i>	<i>12/12/79</i>	<i>Revised:</i>	<i>11/15/00</i>
<i>Revised:</i>	<i>07/26/89</i>	<i>Revised:</i>	<i>07/11/01</i>
<i>Revised:</i>	<i>11/19/90</i>	<i>Revised:</i>	<i>11/19/03</i>
<i>Revised:</i>	<i>10/09/91</i>	<i>Reviewed:</i>	<i>01/12/06</i>
<i>Revised:</i>	<i>01/09/91</i>	<i>Reviewed:</i>	<i>04/23/07</i>
<i>Revised:</i>	<i>02/27/91</i>	<i>Revised:</i>	<i>01/25/12</i>
<i>Revised:</i>	<i>10/09/91</i>	<i>Revised:</i>	<i>01/29/14</i>
<i>Revised:</i>	<i>05/13/92</i>	<i>Revised:</i>	<i>09/24/14</i>
<i>Revised:</i>	<i>08/12/92</i>	<i>Revised:</i>	<i>06/17/15</i>
		<i>Revised:</i>	<i>02/08/17</i>
		<i>Revised</i>	<i>01/___/18</i>



Board Agenda Item

Friday, December 22, 2017

Agenda Item: R. - 5.

Title: Ratification of Purchase Via Piggyback from National Intergovernmental Purchasing Alliance

CONTACT PERSON: Michael Johnston

FOR INFORMATION: December 6, 2017

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve the purchase of supplies and equipment utilizing various contracts from National Intergovernmental Purchasing Alliance and recognize that it is in the District's best interest to make the purchase without advertising for bids pursuant to Public Contract Code Section 20118.

DISCUSSION:

National Intergovernmental Purchasing Alliance (National IPA) awarded a piggyback bid for the purchase of various items. Many contracts are valid through 2020. Current and subsequent orders would only be placed against these bids as long as it remains in the best interest of the District.

Section 20118 of the California Public Contract Code provides that the Governing Board of a school district may authorize the purchase of equipment, materials and supplies from another public corporation or agency without advertising for bids if the other public corporation or agency has complied with all Public Contract Codes regarding the purchase of similar equipment, materials, and supplies.

National IPA competitively bids for many types of services and supply contracts with organizations throughout the country. The District can utilize National IPA Contract R141703 – Office Depot for warehouse stock bond paper needs. Clovis Unified Purchasing Department staff reviewed and compared pricing and determined that pricing is better with the National IPA contract. In 2016-17, CUSD's cost of buying bond paper was \$204,545. National IPA contract pricing is \$194,367, resulting in an estimated savings of \$10,178. The paper is a high-quality domestic product that has been tested and run successfully in the District's print shop.

Purchasing staff will continue to monitor pricing trends and available contracts to determine which contracts best meet the needs of the District.

FISCAL IMPACT/FUNDING SOURCE:

Funded by the District's General Fund. As noted above, in 2016-17, CUSD's cost of buying bond paper was \$204,545. National IPA contract pricing is \$194,367, resulting in an estimated savings of \$10,178.

REVISIONS:



Board Agenda Item

Tuesday, November 28, 2017

Agenda Item: R. - 6.

Title: Administrator Contract – Assistant Superintendent

CONTACT PERSON: Barry Jager

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Ratify the employment contract for the Assistant Superintendent, Clovis Area, as submitted.

DISCUSSION:

Pending the Governing Board's approval of the appointment of a candidate to the open position of Assistant Superintendent, Clovis Area earlier in the January 17, 2018, Board meeting, the Board shall take formal Action to approve the contract terms of the Assistant Superintendent, Clovis Area.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact, this contract is already reflected in ongoing 2018-19 funding.

REVISIONS:



Board Agenda Item
Friday, December 22, 2017

Agenda Item: R. - 7.

Title: Resolution No. 3613 – Annual Uniform Public Construction Cost Accounting Act

CONTACT PERSON: Michael Johnston

FOR INFORMATION: December 6, 2017

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve Resolution No. 3613 adopting Uniform Public Construction Cost Accounting Act (UPCCAA) procedures as outlined by the Public Contract Code.

DISCUSSION:

By utilizing procedures outlined in the Uniform Public Construction Cost Accounting Act (Section 22000 et seq. of the Public Contract Code), the District will cut the lead time required on construction projects of less than \$175,000. The UPCCAA bid process reduces small project lead time by 25 to 30 days. The District may act as the general contractor and quote projects by trade. This will result in overall savings on total project costs.

In order to meet State program guidelines, a resolution must be approved every January affirming use of UPCCAA procedures.

FISCAL IMPACT/FUNDING SOURCE:

Project lead time reduction and cost savings on construction projects less than \$175,000.

ATTACHMENTS:

Description	Upload Date	Type
Resolution 3613 - UPCCAA	12/22/2017	Backup Material

REVISIONS:

**RESOLUTION NO. 3613
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA**

**RESOLUTION FOR ANNUAL UNIFORM PUBLIC
CONSTRUCTION COST ACCOUNTING ACT**

WHEREAS, the California Uniform Cost Account Act of Public Contract Code et seq. (“Act”) permits the district to utilize “informal” bidding procedures for public works projects of the district which fall within the preview of the Act; and

WHEREAS, by resolution duly adopted by the Board on January 17, 2018, the district has elected to become subject to the Act; and

WHEREAS, to engage in the informal bidding procedures permitted under the Act, the district must adopt procedures governing the district’s selection of contractors for public works projects subject to the Act.

THEREFORE, BE IT RESOLVED that the Governing Board approves that public projects, as defined by the Act, of one hundred seventy five thousand dollars (\$175,000) or less, may be led to contract by informal bidding procedures as set forth in Section 22032, et seq., of the Public Contract Code.

BE IT ALSO RESOLVED that the Governing Board approves that a list of contractors shall be developed and maintained in accordance with the provisions of Section 22034 of the Public Contract Code, and criteria promulgated from time to time by the California Uniform Construction Cost Accounting Commission.

BE IT ALSO RESOLVED that the Governing Board approves that, where a public project is to be performed, it is subject to the provisions of this resolution and a notice inviting formal bids shall be sent to all contractors for the category of work to be bid, as shown on the list developed in accordance with this resolution and/or to all construction trade journals as specified by the California Uniform Construction Cost Accounting Commission in accordance with Section 22036 of the Public Contract Code. Additional contractors and/or construction trade journals may be notified at the discretion of the district’s Associate Superintendent of

Administrative Services, or designee, provided, however, that there is no list of qualified contractors maintained by the district for the particular category of work to be performed. The notice inviting bids shall be sent only to the construction trade journals specified by the Commission. If the product or service is proprietary in nature, such that it can be obtained only from a certain contractor, the notice inviting informal bids may be sent exclusively to such contractors.

BE IT ALSO RESOLVED that the Governing Board approves that the district's Associate Superintendent of Administrative Services, and/or designee, are authorized to award information contracts pursuant to this resolution.

THE FOREGOING RESOLUTION was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 17th day of January, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Jim Van Volkinburg, D.D.S, President
Governing Board
Clovis Unified School District
Fresno County, California

I, Ginny Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Ginny Hovsepian, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

Title: Resolution No. 3618 – Approval of Purchase Agreement for Real Property for the Proposed Minnewawa and International Avenues Property for Elementary School Site

CONTACT PERSON: Michael Johnston

FOR INFORMATION: December 6, 2017 **FOR ACTION:** January 17, 2018

RECOMMENDATION:

Approve Resolution No. 3618 authorizing the acquisition of nearly 20 gross acres near the intersection of Minnewawa and International avenues in unincorporated Fresno County from International 40, LLC, for use as an elementary school site; and that the Superintendent or Associate Superintendent, Administrative Services be authorized to enter into the Purchase and Sale Agreement and Escrow Instructions between International 40, LLC, and Clovis Unified.

DISCUSSION:

District administration has negotiated, subject to approval by the Board, an agreement with International 40, LLC, for the purchase of real property for use as an elementary school site. The property is located near the southeast corner of the intersection of Minnewawa and International avenues in unincorporated Fresno County. A school at this site will accommodate the anticipated student population growth resulting from planned residential development in this area.

FISCAL IMPACT/FUNDING SOURCE:

Budgeted for in Developer Fees Fund.

ATTACHMENTS:

Description	Upload Date	Type
Resolution No. 3618	1/9/2018	Backup Material

REVISIONS:

**RESOLUTION NO. 3618
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT**

**RESOLUTION RATIFYING PURCHASE AGREEMENT
FOR ACQUISITION OF REAL PROPERTY FOR
THE PROPOSED NEW MINNEWAWA-INTERNATIONAL
ELEMENTARY SCHOOL PROJECT**

WHEREAS, the Clovis Unified School District (“District”) intends to acquire real property for a new elementary school and related facilities referred to as the “Minnewawa-International Elementary School” (the “Project”) as necessary in order to mitigate the impact of anticipated student growth in the northeastern portion of the District;

WHEREAS, the District has selected, as the most suitable site for the Project, real property generally located near the southeast corner of the intersection of Minnewawa and International avenues, within the County of Fresno, and consisting of nearly 20 gross acres (the “Property”) owned by International 40, LLC (the “Seller”); and

WHEREAS, the Property, as well as the terms of acquisition, are more particularly described in the agreement entitled "Purchase and Sale Agreement and Escrow Instructions Between International 40, LLC and Clovis Unified School District" with exhibits (the “Purchase Agreement”); and

WHEREAS, the District has funds available for the acquisition of the Property; and

WHEREAS, the Sellers have agreed to sell the Property to the District for a total purchase price as set forth in the Purchase Agreement; and

WHEREAS, the terms and conditions of the acquisition are set forth more fully in the Purchase Agreement (the “Agreement”); and

WHEREAS, it is in the best interest of the District to acquire the Property for the Project; and

WHEREAS, the purchase of the Property is itself a “project” for purposes of the California Environmental Quality Act (“CEQA”) and so requires CEQA review and the

preparation of appropriate CEQA documentation before it may be approved, except that under California Code of Regulations, Title 14, section 15004(b) the District may defer such review and document preparation until the District has completed its plans for the use of the Property if it conditions the District's future use of the Property on compliance with CEQA before such use; and

WHEREAS, the Board intends to so condition the District's future use of the Property; and

WHEREAS, upon approval of this Resolution, the District shall be authorized to enter into the Agreement and to acquire the Property.

**NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE CLOVIS
UNIFIED SCHOOL DISTRICT FINDS, DECLARES, AND RESOLVES AS FOLLOWS:**

1. Adopts the foregoing recitals as true and correct.
2. Ratifies the Agreement pursuant to this Resolution.
3. Authorizes and directs the District's Superintendent, Associate Superintendent, Administrative Services, or authorized designee to execute a Certificate of Acceptance, open escrow, execute any escrow or supplementary escrow instructions relating to the Purchase Agreement, or development of the Project, and to approve any amendments in order to carry out the provisions of this Resolution and the terms of the Agreement, including the total purchase price plus escrow fees and costs pursuant to the rates of the title company, as set forth in the Purchase Agreement.
4. Authorizes and directs the District's legal counsel, Lozano Smith, to prepare or approve all appropriate documents, opinions and instructions as necessary to carry out the terms and provisions of the Agreement approved by this authorizing Resolution.
5. This Resolution shall take effect immediately upon its adoption.

THE FOREGOING RESOLUTION was adopted by the Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 17th day of January, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Jim Van Volkinburg, D.D.S., President
Governing Board
Clovis Unified School District
Fresno County, California

I, Ginny L. Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Ginny L. Hovsepian, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

CONTACT PERSON: Michael Johnston

FOR INFORMATION:

FOR ACTION: January 17, 2018

RECOMMENDATION:

Approve Resolution No. 3620 authorizing the District Superintendent or designee to enter into contracts to accommodate emergency work at Reyburn Intermediate School and Clovis East High School sites. **ROLL CALL VOTE AND UNANIMOUS APPROVAL REQUIRED.**

DISCUSSION:

The District needs to move forward with services and repair of emergency situation due to mercury exposure impact at Reyburn Intermediate School and Clovis East High School.

The resolution before the Governing Board will allow the District to enter into contracts required to repair the facilities. In order to expedite repairs and facilitate the return of students to these classrooms, it is requested the Board forego the traditional public bidding process as allowable in cases of emergencies. This resolution also needs approval by the Fresno County Superintendent of Schools.

If approved by the Board, the Fresno County Superintendent of Schools has indicated they will immediately authorize the District to proceed with services and repair which will allow the District to move forward with the work and complete repairs as soon as possible. This resolution will remain in effect until all needed work has been completed.

The total cost estimate of the project is still to be determined. Because of the unanticipated nature of this project, and the need to move forward immediately, this item is placed on the Board's agenda directly for Action at the January 17, 2018 meeting.

FISCAL IMPACT/FUNDING SOURCE:

The District has insurance coverage for matters such as this. Our deductible is \$50,000 per incident.

ATTACHMENTS:

Description	Upload Date	Type
Resolution No. 3620	1/12/2018	Backup Material

REVISIONS:

**RESOLUTION NO. 3620
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA**

**RESOLUTION APPROVING AUTHORITY TO ENTER INTO
CONTRACTS TO ACCOMMODATE EMERGENCY SERVICE AND REPAIR
WORK ON SCHOOL FACILITIES FOR HEALTH AND SAFETY REASONS**

WHEREAS, Clovis Unified School District, State of California (“District”) is duly authorized and existing under the laws of the State of California; and

WHEREAS, the District has been informed that an emergency situation exists, which constitutes a safety and health hazard for students; and

WHEREAS, Reyburn Intermediate School and Clovis East High School have both been exposed to mercury; and

WHEREAS, Reyburn Intermediate School and Clovis East High School have been impacted due to mercury exposure and in order to complete service and repairs as quickly as possible and not disrupt the educational process of classes, it is therefore imperative that this situation be remedied as quickly as possible; and

WHEREAS, traditional bid procedures imposed on public school districts under the California Education Code and the Public Contract Code will cause an emergency condition to continue to unnecessarily exist; and

WHEREAS, Public Contract Code section 20113 permits the District, by unanimous vote of the Governing Board, with the approval of the County Superintendent of Schools, to enter into contract for the performance of labor and furnishing of materials and supplies and any repairs, alterations, or work of improvements as necessary with regard to the public schools without complying with the traditional public bidding process in cases of emergency; and

WHEREAS, Public Contract code section 20113 also permits, by similar vote, the Governing Board to authorize the use of day labor or force account for the same purposes referred to above notwithstanding Public Contract Code section 20114.

BE IT ALSO RESOLVED that the Governing Board:

1. Adopts the foregoing recitals and findings as true and correct.
2. Based upon the foregoing and the evidence presented to the Board, the Board finds that an emergency exists at Reyburn Intermediate School and Clovis East High School affecting facilities for school purposes and repairs cannot be accomplished as quickly as is necessary unless contracts for service and repair work are entered into without advertising for or inviting bids as normally required under California law.
3. Authorizes the District Superintendent and authorized designee to enter into contracts as appropriate for service and repair work at Reyburn Intermediate School and Clovis East High School.
4. Further authorizes the District Superintendent and authorized designee to use, as may be necessary, day labor or force account notwithstanding section 20114 of the Public Contract Code.
5. Directs that a copy of this resolution be forwarded to the Fresno County Superintendent of Schools pursuant to section 20113 of the Public Contracts Code for his approval.

THE FOREGOING RESOLUTION was unanimously adopted at a duly called regular meeting of the Clovis Unified School District Governing Board meeting held on the 17th day of January, 2018, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Jim Van Volkinburg, D.D.S., President
Governing Board
Clovis Unified School District
Fresno County, California

I, Ginny L. Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Ginny L. Hovsepian, Clerk
Governing Board
Clovis Unified School District
Fresno County, California

APPROVED:

Jim Yovino
Superintendent of Schools
Fresno County, California

Date



Board Agenda Item

Thursday, December 7, 2017

Agenda Item: S. - 1.

Title: 2018 Summer School Academic Programs

CONTACT PERSON: Norm Anderson

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Approve the recommended 2018 CUSD Summer School programs and calendar, as submitted.

DISCUSSION:

District and site staff members are working collaboratively to continue to strive for excellence designing academic programs to address and meet the summer educational needs of students. Submitted for approval by the Board is the schedule of 2018 Summer School Academic Programs for elementary, intermediate and high school students. Included in this proposal is the summer program calendar.

FISCAL IMPACT/FUNDING SOURCE:

- Elementary/Intermediate Program: LCAP and Title I, Part A funds.
- English Language Development (ELD) Summer Academy: LCAP funds.
- High School Program: LCAP funds.

ATTACHMENTS:

Description	Upload Date	Type
2018 Summer School Calendar	12/7/2017	Backup Material

REVISIONS:

2018 CUSD SUMMER SCHOOL

Instructional Days

HIGH SCHOOL: Independent Study

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
JUNE 2017					
Week 1		12	13		2
Week 2		19	20		2
Week 3		26	27		2
JULY 2017					
Week 4	2	3	Holiday		2
Week 5		10	11		2
Week 6		17	18		2
Week 7		24	25		2
Total Instructional Days					14

HIGH SCHOOL: In-Class

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
JUNE 2017					
Week 1	18	19	20	21	4
Week 2	25	26	27	28	4
JULY 2017					
Week 3	2	3	Holiday	5	3
Week 4	9	10	11	12	4
Week 5	16	17	18	19	4
Week 6	23	24	25	26	4
Total Instructional Days					23

ELEMENTARY / INTERMEDIATE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
JUNE 2017					
Week 1	18	19	20	21	4
Week 2	25	26	27	28	4
JULY 2017					
Week 3	2	3	Holiday	Off	2
Week 4	9	10	11	12	4
Total Instructional Days					14

SPECIAL EDUCATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	# of Days
JUNE 2017					
Week 1	25	26	27	28	4
JULY 2017					
Week 2	2	3	Holiday	5	3
Week 3	9	10	11	12	4

Week 4	16	17	18	19	4
Week 5	23	24	25	26	4
Total Instructional Days					19



Board Agenda Item

Tuesday, November 14, 2017

Agenda Item: S. - 2.

Title: Annual Single Plan for Student Achievement (SPSA) 2017-18

CONTACT PERSON: Norm Anderson

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Authorize the Superintendent or designee to approve the annual Single Plan for Student Achievement (SPSA) and the categorical budget for each school for the 2017-18 school year, and authorize each school to implement its categorical programs.

DISCUSSION:

The purpose of the SPSA is to create a cycle of continuous improvement of student academic performance, as measured by State and District assessments. The goal is for all students to achieve at rigorous levels.

The SPSA requires continuous development, implementation and monitoring. Annually, Clovis Unified schools work in collaboration with their School Site Council and English Learner Advisory Committee to develop their school site SPSA. These groups of parents and school staff collect and analyze student performance data, set priorities for program improvement, use rigorous and effective solution strategies, conduct ongoing monitoring of results, and review budgets. SPSAs are approved by the site's School Site Council in November/December, and are then reviewed and approved by the CUSD Governing Board in January of each school year.

The 2017-18 SPSA is based on the State's final funding allocations. A copy of each school's SPSA will be available to interested parties for review in the Department of Supplemental Services prior to the January 17, 2018, meeting of the Governing Board and, upon approval, will be posted on the CUSD website.

FISCAL IMPACT/FUNDING SOURCE:

State's funding allocations are already included in the adopted 2017-18 budget.

REVISIONS:

CONTACT PERSON: Norm Anderson

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Authorize the Superintendent or designee to submit Part I of the annual Title VII Indian Education Grant Application for the 2018-19 school year.

DISCUSSION:

Each year, Clovis Unified receives Title VII Indian Education Funds from the U.S. Department of Education. These funds are designated to meet and support the educational and culturally related academic needs of Native American Indians and Alaska Natives to ensure all students achieve at the same challenging levels.

This year, Clovis Unified is serving 501 Native American students: 233 in grades K-6; 94 in grades 7-8; and 174 in grades 9-12. The 2017-18 Title VII Formula Grant allocation is \$108,415. Currently, funds from the grant are used to provide targeted tutorial services for students in grades K-12. Information from annual parent surveys indicate that both the District and the Native American Indian Parent Advisory Council believe that the funds are best used to target instruction for students performing below proficiency levels in English language arts and mathematics.

Grant applicants must compete for limited funds based upon enrollment and program features. The Title VII Formula Grant is submitted in two parts. Part I of the application consists of the Local Education Agency's (LEA) American Indian student population total. If Part I is submitted by the closing date, the LEA will receive an application for Part II in which Clovis Unified School District will describe the performance of students, identify program goals and objectives, provide a program description, and provide budget details of the District's programs. The grant is reviewed and approved if all criteria are met. Projected allocations for the 2018-19 school year should be reported by late April upon grant approval.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact at this time. Upon approval, the grant will be added to the 2018-19 Clovis Unified budget.

REVISIONS:

CONTACT PERSON: Kelly Avants

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Authorize the District Superintendent or designee to enter into a three-year agreement with eSchoolView to provide an integrated District-wide communication mobile app, website content management system and automated notification system.

DISCUSSION:

One of the priorities identified in the Superintendent's goals for the 2017-18 fiscal year is the identification and implementation of a school and district communication mobile app that would maximize communication between the District and our parent, student and staff communities. Following a 10-month study that included research of multiple companies, focus groups of District and school employees, parents and students, and an internal survey, it was determined that in order to fully maximize the District's communication efforts inclusive of a mobile app, websites, and an automated phone, text and email system, a single source solution was the most appropriate choice.

The selected company, eSchoolView, offers an integrated solution to replace the existing website content management system, existing Americans with Disability Act (ADA) website compliance monitoring, and the existing automated phone, text and email notification system in place in the District, as well as deliver a mobile app customized to each school and the District. A single platform will minimize the impact to already stretched human resources and expenses and maximize training and support services to increase the effectiveness of school-to-home communication.

District staff is currently finalizing terms of a multi-year agreement for services, support and training. This agenda item will be updated prior to the February 7 Governing Board meeting with additional information regarding proposed costs and contract terms.

FISCAL IMPACT/FUNDING SOURCE:

The use of a single-source platform will reduce costs associated with existing communication systems while adding an expense of a mobile app for all schools and the District. Total annual costs will be provided to members of the Board prior to their February 7 meeting.

REVISIONS:

CONTACT PERSON: Michael Johnston

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Approve the 2018-19 Annual Deferred Maintenance Program and authorize the Superintendent or designee to call for bids for projects, as submitted.

DISCUSSION:

Since the inception of the State Deferred Maintenance Program in 1979-80, the District has participated in this program, whereby local school districts and the State of California shared equally in the cost of deferred maintenance projects.

The District is committed to maintaining high facility standards and will continue to contribute funds to the Deferred Maintenance Program in alignment with current State facility program guidelines. The contribution for the 2018-19 year is \$4.1 million. Following is a summary of the funds available for the 2018-19 Deferred Maintenance Program:

2017-18 Project Carry-Over Funds	\$286,000
CUSD Contribution from General Fund	\$4,100,000
Interest Income	\$14,000
TOTAL	\$4,400,000

District staff is requesting that the Governing Board approve the 2018-19 project list (attached) and authorize the Superintendent or designee to establish a bid schedule for the projects. All "B" list projects would be completed provided the "A" list projects stay within estimated costs.

FISCAL IMPACT/FUNDING SOURCE:

To be included in the 2018-19 budget development process.

ATTACHMENTS:

Description	Upload Date	Type
2018-19 Deferred Maintenance Project Summary	1/9/2018	Backup Material

REVISIONS:

CLOVIS UNIFIED SCHOOL DISTRICT
2018-2019 DEFERRED MAINTENANCE PROJECT SUMMARY

Budget \$ 4,400,000

	Site	Project Category	Project Description	Estimated Cost
"A" List	Bud Rank	Paving	Parking lot seal & stripe	\$ 68,000
	Clovis East	Paving	Parking lot 10% remove & replace	\$ 73,000
	Clovis High	Painting	Paint exterior of campus	\$ 500,000
	Clovis High	Tennis courts	Resurface tennis courts	\$ 120,000
	Clovis North	Paving	Parking lot seal & stripe	\$ 70,000
	Cedarwood	Paving	Play court overlay	\$ 126,000
	Century	Paving	Parking lot 10% remove & replace	\$ 38,000
	Clovis Elementary	Painting	Paint exterior of campus	\$ 130,000
	Clovis Elementary	Paving	Play court seal & stripe	\$ 37,000
	* Clovis West	Roofing	Replace roofs S,J,K	\$ 1,000,000
	* Clovis West	HVAC	Replace units on library and gym	\$ 400,000
	District wide	Carpet stock, bleachers, portables	Purchase carpet stock	\$ 190,000
	Fancher	Paving	Play court, parking lots	\$ 200,000
	Gettysburg	Paving	Parking lot 10% remove & replace	\$ 47,000
	Liberty	Paving	Parking lot seal & stripe	\$ 8,000
	Lincoln	Paving	Play court & parking lot	\$ 171,000
	Miramonte	Paving	Play court overlay	\$ 95,000
	Reagan	Paving	Play court & parking lot	\$ 48,000
	Sierra Vista	Flooring	Replace carpet campus wide	\$ 200,000
	TK	Paving	Play court overlay	\$ 112,000
	Weldon	Paving	Parking lot seal & stripe	\$ 16,500
			Contingency	\$ 255,465
			Inspection/Consultant	\$ 70,000
			Total	\$ 3,974,965
"B" List	Kastner	Paving	Remove & Replace	\$ 200,000
	Operations	Paving	Parking lot 20% remove & replace	\$ 64,000
			Contingency	\$ 18,480
			Inspection/Consultant	\$ 70,000
			Total	\$ 352,480

* = Work funded by deferred maintenance and completed in bond project

COMBINED TOTAL	\$ 4,327,445
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CONTACT PERSON: Michael Johnston

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Accept the second quarter summary report of complaints related to the requirements of the Williams Lawsuit Settlement, as submitted.

DISCUSSION:

As a result of the Williams Lawsuit Settlement, the District is required to post notices of obtaining and filing complaints regarding instructional materials, school facilities, teacher vacancies and mis-assignments. Principals are required to report all complaints falling under the Uniform Complaint Procedure to their Area Superintendent. The District shall report summarized data, on a quarterly basis, on the nature and resolution of all complaints to the Governing Board and the County Superintendent of Schools.

During the second quarter of the 2017-18 school year, the District received zero (0) complaints under the guidance of the Williams Lawsuit Settlement, as reflected in the attached report.

FISCAL IMPACT/FUNDING SOURCE:

No fiscal impact.

ATTACHMENTS:

Description	Upload Date	Type
Williams Settlement Complaint Summary Report – Second Quarter 2017-18 School Year	1/11/2018	Backup Material

REVISIONS:



Clovis Unified School District
Williams Settlement Complaint Summary Quarterly Report
Education Code § 35186

To: Clovis Unified School District Governing Board

Submitted by:

A handwritten signature in blue ink, appearing to read "Don Ulrich", written over a horizontal line.

Dr. Don Ulrich, Deputy Superintendent

2nd Quarter: October 1, 2017 – December 31, 2017

	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Textbook and Instructional Materials	0	N/A	N/A
Teacher Vacancy or Misassignment	0	N/A	N/A
Facilities Conditions	0	N/A	N/A
CAHSEE Intensive Instructional and Services	0	N/A	N/A
TOTALS	0	N/A	N/A

Title: Resolution No. 3619 – Authorization to Participate in the School Bus Compressed Natural Gas Tank Replacement Program

CONTACT PERSON: Michael Johnston

FOR INFORMATION: January 17, 2018

FOR ACTION: February 7, 2018

RECOMMENDATION:

Adopt Resolution No. 3619 authorizing the Superintendent or designee to submit an application to the San Joaquin Valley Air Pollution Control District's School Bus Compressed Natural Gas Tank Replacement Program.

DISCUSSION:

Compressed Natural Gas (CNG) fuel tanks can only be used for 15 years, after which they must be replaced. Funding is available through the CNG Tank Replacement component to provide incentive funds for up to 90% of the cost to replace expired CNG tanks on public school buses. CNG tank funding applicants must obtain approval and a signed, executed contract from the San Joaquin Valley Air Pollution Control District (SJVAPCD) prior to the purchase and installation of the new tanks.

Successful funding applicants must enter into a contract with the SJVAPCD setting forth specific performance criteria to ensure compliance with statute and audit requirements. It will also include reporting requirements by the applicant. Contract preparation will begin immediately upon SJVAPCD's approval of a project.

The District has one (1) CNG school bus that is eligible to apply for the funding. The total cost to replace a tank on a bus is approximately \$21,000. If grant funding is awarded for this bus, the District would receive \$18,900 of the total estimated cost of \$21,000.

FISCAL IMPACT/FUNDING SOURCE:

The District's cost of \$2,100 will be funded out of the current Transportation Budget, and would save the District up to \$18,900 as referenced above.

ATTACHMENTS:

Description	Upload Date	Type
Resolution No. 3619	1/9/2018	Backup Material

REVISIONS:

**RESOLUTION NO. 3619
BEFORE THE GOVERNING BOARD
OF THE CLOVIS UNIFIED SCHOOL DISTRICT
FRESNO COUNTY, CALIFORNIA**

**RESOLUTION FOR AUTHORIZATION TO PARTICIPATE
IN THE SCHOOL BUS CNG TANK REPLACEMENT PROGRAM
SAN JOAQUIN VALLEY AIR POLLUTION
CONTROL DISTRICT**

WHEREAS, funds have been appropriated to the San Joaquin Valley Air Pollution Control District (SJVAPCD) to replace Compressed Natural Gas (CNG) fuel tanks on school buses nearing the 15-year expiration date of their useful life.

WHEREAS, this program will provide 90% of the actual cost per bus to have the CNG tanks replaced.

WHEREAS, Clovis Unified School District currently has one (1) CNG school bus with tanks that will expire in 2018.

THEREFORE, BE IT RESOLVED that the Clovis Unified School District Governing Board authorizes said school district to participate in the SJVAPCD Heavy Duty Program School Bus Tank Replacement Component.

BE IT ALSO RESOLVED that Susan Rutledge, Clovis Unified Assistant Superintendent, Business Services, is hereby authorized and empowered to execute in the name of Clovis Unified School District all necessary documents to implement and carry out the purpose of this resolution.

THE FOREGOING RESOLUTION was passed and adopted by the Governing Board of the Clovis Unified School District, County of Fresno, State of California, at a meeting of said Board held on the 7th day of February, 2018, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Jim Van Volkinburg, D.D.S., President
Governing Board
Clovis Unified School District
Fresno County, California

I, Ginny L. Hovsepian, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

Ginny L. Hovsepian, Clerk
Governing Board
Clovis Unified School District
Fresno County, California