

## Appendices for NORCAL Trade & Tech Petition

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**Note:** As a continually improving organization and school, there is an expectation that the documents and information in this appendix shall be updated, changed, and improved. As such, reasonable future changes to documents and information in the Appendices will not be material revisions to the petition.

## Appendix A – Public Benefit Corporation Articles of Incorporation

ONE: The name of this corporation is SUCCESS SKILLS, INC.

TWO: This corporation is a nonprofit public benefit and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are (but not limited to):

To provide academic and career education for adults through one or more charter schools, and provide additional services, including but not limited to: housing, substance abuse, and case management for low income veterans, disabled veterans, homeless adults (with a focus on veterans) and their families, and adults with disabilities (including severe disabilities).

THREE: (a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code, or (2) by a corporation contributions to which are deductible under 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code.

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

FOUR: (a) The property of this corporation is irrevocably dedicated to charitable purposes meeting the requirement for exemption by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of the corporation shall ever inure to the benefit of any Director, officer or member thereof, or to the benefit of any private individual.

(b) On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of the corporation, shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and which as established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code.

FIVE: The board of directors of this corporation shall consist of no less than three (3) and no more than eleven (11) members, at least two (2) of which must be persons with disabilities, or the parent, guardians, or conservators of individuals with disabilities.

# Bylaws Of Success Skills, Inc.

(A California Non-Profit Public Benefit Corporation)

## ARTICLE I

### NAME

**Section 1.** NAME. The name of this corporation is Success Skills, Inc.

## 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 this corporation is located at PO Box 3122, Rancho Cordova, CA 95741-3122, in the 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 this corporation is qualified to conduct its activities.

## ARTICLE III

### GENERAL AND SPECIFIC PURPOSES;

### LIMITATIONS

**Section 1.** GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to provide academic and career education for adults through one or more charter schools, and provide additional services, including but not limited to: housing, substance abuse, and case management for low income veterans, disabled veterans, homeless adults (with a focus on veterans) and their families, and adults with disabilities (including severe disabilities). 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) 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. 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.

#### ARTICLE IV

##### CONSTRUCTION AND DEFINITIONS

**Section 1.** CONSTRUCTION AND DEFINITIONS. Unless the context otherwise states, the general provisions, rules of construction, and definitions in the California Non-Profit 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. This corporation’s assets are irrevocably dedicated to public benefit purposes. 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 non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

#### ARTICLE VI

##### CORPORATION WITHOUT MEMBERS

**Section 1.** CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit 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 Non-Profit 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 (also known as “The Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

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

1. 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 of them security for faithful service.
2. 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; and designate a place in or outside California for holding any meeting.
3. 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.
4. Adopt and use a corporate seal and alter the form of the seal.

**Section 3.** DESIGNATED DIRECTORS. The Board of Directors of this corporation shall consist of no less than three (3) and no more than eleven (11) members, at least two (2) of which must be persons with disabilities, or the parent, guardians, or conservators of individuals with disabilities. The number of Directors may be increased or decreased from time to time by amendment to the Bylaws. All directors shall be designated by the existing Board of Directors. In accordance with California Education Code, any school district or county office of education that NTT has an approved charter school with, may appoint a representative to sit on the Board of Directors. If such a case would cause an even number of directors to exist on the board, an additional board member would be designated by the board. These additional appointed and designated board members may expand the board past the general limit of 11 directors.

**Section 4.** TERM. The board members and board terms shall be at the time of approval of these bylaws shall be:

Delaine Eastin, term expires in 2021; Larry Bowler, term expires in 2020; Ward Allen, term expires in 2021; Ken Shoemake, term expires in 2019.

Thereafter, Board members shall serve three-year terms with approximately one-third of the Directors appointed. Each Board member can be reappointed for an unlimited number of successive terms. All terms shall commence on July 1 and shall expire on June 30 of the year of the term.

**Section 5. RESTRICTION ON INTERESTED PERSONS AS BOARD OF DIRECTORS.**

No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An “interested person” is (a) any person compensated by the corporation for services rendered to it, 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.

However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

**Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds shall be expended to support a nominee for the Board without the Board’s authorization.

**Section 7. EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any Board member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board member 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 Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Board members; (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; or (e) if by majority vote of the Board members currently serving, it is found that a Director has substantially failed to meet his duties as a Director.

**Section 8. ABSENCE.** Each Board member is expected to communicate with the Board President in advance of all Board meetings stating whether or not he/she is able to attend or participate by conference telephone or other agreed-upon means of communication. Any Board member who is absent from three (3) successive Board meetings or fails to participate for a full year shall be deemed to have resigned due to non-participation, and his/her position shall be declared vacant, unless the Board affirmatively votes to retain that director as a member of the Board.

**Section 9. RESIGNATION OF DIRECTORS.** Any Board member may resign at any time during his/her term. A written notice of resignation must be served with the Board President, at least 30 days, before the effective date of the resignation. Consideration should be given to the timing of the resignation and its impact on the Board. The Board reserves the right to challenge, object to, and/or change the effective date of the resignation it deems reasonable and necessary.

**Section 10. REMOVAL OF DIRECTORS.** A director may be removed by a majority vote of the Board of Directors, at any regularly scheduled or special meeting of the Board of Directors, whenever in its judgment the best interests of the Corporation would be served thereby.

**Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no Board member may resign if the corporation would be left without any Board member.

**Section 12.** VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors, or, if the number of Board members then in office is less than a quorum, by (1) the unanimous consent of the Board members then in office, (2) the affirmative vote of a majority of the Board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining Board member.

**Section 13.** NOMINATIONS TO FILL BOARD VACANCY. The Board President shall appoint a nominating committee consisting of Board members. The committee shall conduct a thorough search for potential candidates and nominate the most qualified and fit candidate for the Board's consideration and appointment.

**Section 14.** NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board members shall not result in any directors being removed before his or her term of office expires.

**Section 15.** PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

**Section 16.** 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:

1. 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 State of California in which the corporation operates;
2. All votes taken during a teleconference meeting shall be by roll call;
3. 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;
4. 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;
5. 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
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

**Section 17.** ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at least quarterly, according to a schedule determined at the Board's annual meeting which shall be held in September. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of regular meetings is not required if conducted pursuant to

these bylaws. Agendas must be posted seventy-two (72) hours prior to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

**Section 18. AUTHORITY TO CALL SPECIAL MEETINGS.** Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Board President or Vice- President, the Secretary, or any two Board members.

**Section 19. NOTICE OF SPECIAL OR EMERGENCY MEETINGS.** Notice of the time and place of special meetings shall be given to each Board member by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Board member or to a person at the Board member's office who would reasonably be expected to communicate that notice promptly to the Board member; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the Board member's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required. Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to NORCAL Trade & Tech. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

**Section 20. QUORUM.** A majority of the currently serving number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made according to the duly adopted Decision Making Policy of the Board, but in all cases taken or made by at least a majority of the directors present at a duly held meeting at which a quorum is present, shall be an act of the Board, subject to the more stringent provisions of the California Non- Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a Board member has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common Board memberships, (c) creation of and appointments to committees of the Board, and (d) indemnification of Board members. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Board members, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

**Section 21. ADJOURNMENT.** A majority of the Board members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 22. COMPENSATION AND REIMBURSEMENT.** Board members may receive such compensation, if any, for their services as Board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be reasonable and necessary, subject to conflict of interest provisions provided herein, as to the corporation at the time that the resolution is adopted.

**Section 23. CREATION OF POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the Board members then in office, may create one or more committees, each consisting of two or more Board members and no one who is not a Board member, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Board members. The Board of Directors may appoint one or more Board members 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 no committee may:

1. Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
2. Fill vacancies on the Board of Directors or any committee of the Board;
3. Fix compensation of the Board members for serving on the Board of Directors or on any committee;
4. Amend or repeal bylaws or adopt new bylaws;
5. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
6. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
7. Expend corporate funds to support a nominee for the Board if more people have been nominated than can be elected; or
8. Approve any contract or transaction to which the corporation is a party and in which one or more of its Board members has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

**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 and other Board of Directors actions, 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. Working Committees that are merely advisory, do not have any delegated authority from the Board of Directors and do not contain a quorum of Board Directors may be created, meet and provide recommendations to the Board of Directors without being subject to the provisions of these bylaws.

**Section 25. NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of Corporations Code Section 5231.

#### ARTICLE VIII

#### OFFICERS OF THE BOARD OF DIRECTORS

**Section 1. OFFICES HELD.** The officers of this corporation shall be President, Vice-President, Secretary, and Treasurer. The corporation, at the Board's direction, may appoint or designate one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers, under Section 4.

**Section 2.** DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President.

**Section 3.** ELECTION OF BOARD OFFICERS. The officers of this Board, except any appointed under Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

**Section 4.** APPOINTMENT OF OTHER BOARD OFFICERS. The Board of Directors may establish any other office(s) and appoint officer(s) to fill such offices, that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

**Section 5.** REMOVAL OF BOARD 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. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

**Section 6.** RESIGNATION OF BOARD 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 7.** VACANCIES IN BOARD OFFICES. 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 8.** PRESIDENT. The President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

**Section 9.** VICE-PRESIDENTS. If the President is absent or disabled, the Vice-President(s), if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

**Section 10.** 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 committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

**Section 11. TREASURER.** The Treasurer 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 the Board members 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 Board member at all reasonable times.

The Treasurer shall (i) 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; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) 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 BOARD DIRECTORS AND OFFICERS

**Section 1.** CONTRACTS WITH BOARD DIRECTORS AND OFFICERS. No Board member of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's Board members are members with a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that Board member's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested Board members; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Board members or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X

LOANS TO BOARD DIRECTORS

**Section 1.** LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any Board member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Board member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board member or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI  
INDEMNIFICATION

**Section 1.** INDEMNIFICATION. To the fullest extent permitted by law, this 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, paying 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 section 5238 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 XII  
INSURANCE

**Section 1.** INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Board members, employees, and other agents, to cover any liability asserted against or incurred by any officer, Board member, employee, or agent in such capacity or arising from the officer’s, Board member’s, employee’s, or agent’s status as such.

ARTICLE XIII  
MAINTENANCE OF CORPORATE RECORDS

**Section 1.** MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

1. Adequate and correct books and records of account;
2. Written minutes of the proceedings of its Board and committees of the Board;  
and
3. Such reports and records as required by law.

ARTICLE XIV  
INSPECTION RIGHTS

**Section 1.** DIRECTORS’ RIGHT TO INSPECT. Every Board member shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Board member’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

**Section 2.** ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any Board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Board member's duties as a Board member. Any such inspection and copying may be made in person or by the Board member'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. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation does not have a business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV  
REQUIRED REPORTS

**Section 1.** ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to 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:

1. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
2. The principal changes in assets and liabilities, including trust funds;
3. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
4. The corporation's expenses or disbursement for both general and restricted purposes;
5. Any information required under these bylaws; and
6. An independent accountants' 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. Within 120 days after the end of the corporation's fiscal year, the corporation shall annually prepare and furnish to each Board member 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 any Board member or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest).

ARTICLE XVI

EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

**Section 1.** EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

**Section 2.** CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Board.

**Section 3.** DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

**Section 4.** GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVII

FISCAL YEAR

**Section 1.** FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Success Skills, Inc., a California non-profit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on \_\_\_\_\_; and that these bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at \_\_\_\_\_, California.

\_\_\_\_\_

\_\_\_\_\_, Secretary

## Appendix C – Conflict of Interest Policy

# Conflict of Interest Policy of Success Skills, Inc.

### Adoption

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Success Skills, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Success Skills, Inc. (“Charter School”), as specifically required by California Government Code Section 87300.

### 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.

### Designated Employees

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, 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.

### Statement of Economic Interests: Filing

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, 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 officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.



### 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 Charter School Principal, 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.

### Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
CEO/President	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
Superintendent	1, 2, 3
Principal of Charter School	1, 2, 3
Chief Business Officer	1, 2, 3
Consultants	*

\*Consultants are 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 CEO may determine in writing that a particular consultant, 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 duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B Disclosure Categories

*Category 1*

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries of the jurisdiction that Success Skills, Inc. operates charter school(s).
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Success Skills, Inc.

*Category 2*

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Success Skills, Inc., its parents, teachers and students for educational purposes.

This includes, but is not limited to, educational supplies, textbooks and items used for extracurricular courses.

*Category 3*

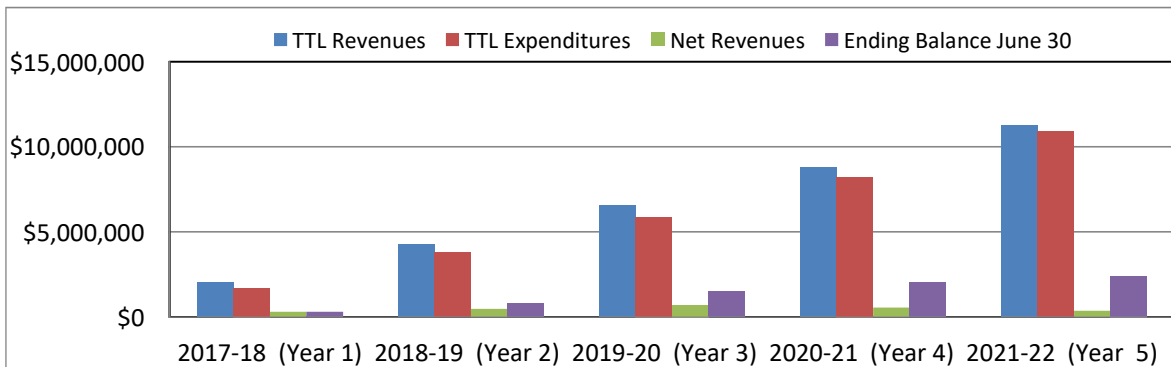
Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Success Skills, Inc., its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections &  
Cash Flow MULTI-YEAR PROJECTION  
SUMMARY**

	2017-18 (Year 1)	2018-19 (Year 2)	2019-20 (Year 3)	2020-21 (Year 4)	2021-22 (Year 5)
<b>Projected P-2 ADA:</b>	180.00	360.00	540.00	720.00	900.00
<b>Revenues:</b>					
General Purpose Entitlement	1,791,573	3,679,146	5,740,246	7,654,918	9,814,562
Federal Revenue	-	24,700	49,400	74,100	98,800
Other State Revenue	221,355	556,685	782,598	1,044,984	1,307,370
Other Local Revenue	500	750	750	1,000	1,000
<b>TTL Revenues</b>	<b>2,013,428</b>	<b>4,261,281</b>	<b>6,572,994</b>	<b>8,775,002</b>	<b>11,221,731</b>
<b>Expenditures:</b>					
Certificated Salaries	605,500	1,271,550	2,041,358	2,916,879	3,912,391
Non-certificated Salaries	136,250	295,230	458,182	632,631	819,673
Benefits	273,630	603,384	791,765	1,052,238	1,334,059
Books/Supplies/Materials	213,400	640,200	1,056,330	1,549,284	2,130,266
Services/Operations	473,816	972,131	1,518,987	2,076,306	2,667,058
Capital Outlay	-	-	-	-	-
Other Outgo	-	-	-	-	-
<b>TTL Expenditures</b>	<b>1,702,596</b>	<b>3,782,495</b>	<b>5,866,622</b>	<b>8,227,338</b>	<b>10,863,447</b>
<b>Net Revenues</b>	<b>310,833</b>	<b>478,785</b>	<b>706,373</b>	<b>547,664</b>	<b>358,284</b>
<b>Beginning Balance July 1</b>	-	310,833	789,618	1,495,991	2,043,655
<b>Ending Balance June 30</b>	310,833	789,618	1,495,991	2,043,655	2,401,939
<b>Ending Balance as % of Exp.:</b>	<b>18.3%</b>	<b>20.9%</b>	<b>25.5%</b>	<b>24.8%</b>	<b>22.1%</b>



**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash Flow**  
**FIVE-YEAR FINANCIAL PROJECTION DETAIL**

Description	2017-18 (Year 1)	2018-19 (Year 2)	2019-20 (Year 3)	2020-21 (Year 4)	2021-22 (Year 5)
Enrollment	200	400	600	800	1,000
P-2 ADA	180.00	360.00	540.00	720.00	900.00
<b>REVENUES</b>					
<b>General Purpose Entitlement</b>					
8011 - General Purpose Block Grant	1,411,953	2,919,906	4,601,386	6,136,438	7,916,462
8012 - Education Protection Account	36,000	72,000	108,000	144,000	180,000
8096 - Funding in Lieu of Property Taxes	343,620	687,240	1,030,860	1,374,480	1,718,100
<b>TTL General Purpose Entitlement</b>	<b>1,791,573</b>	<b>3,679,146</b>	<b>5,740,246</b>	<b>7,654,918</b>	<b>9,814,562</b>
<b>Federal Revenue</b>					
8181 - Federal IDEA Special Education	-	24,700	49,400	74,100	98,800
8290 - Title I-III, PCSGP Grant	-	-	-	-	-
<b>TTL Federal Revenue</b>	<b>-</b>	<b>24,700</b>	<b>49,400</b>	<b>74,100</b>	<b>98,800</b>
<b>Other State Revenue</b>					
8311 - State Special Education Revenue	86,355	172,710	259,065	345,420	431,775
8550 - Mandate Block Grant	-	4,559	9,117	13,676	18,235
8560 - State Lottery Revenue	-	109,416	109,416	145,888	182,360
8590 - Add'l State Revenues	135,000	270,000	405,000	540,000	675,000
<b>TTL Other State Revenue</b>	<b>221,355</b>	<b>556,685</b>	<b>782,598</b>	<b>1,044,984</b>	<b>1,307,370</b>
<b>Other Local Revenue</b>					
8660 - Interest	500	750	750	1,000	1,000
8699 - Local Donations/Contributions/Other	-	-	-	-	-
<b>TTL Other Local Revenue</b>	<b>500</b>	<b>750</b>	<b>750</b>	<b>1,000</b>	<b>1,000</b>
<b>TTL REVENUES</b>	<b>2,013,428</b>	<b>4,261,281</b>	<b>6,572,994</b>	<b>8,775,002</b>	<b>11,221,731</b>

**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash Flow**  
**FIVE-YEAR FINANCIAL PROJECTION DETAIL**

Description	2017-18 (Year 1)	2018-19 (Year 2)	2019-20 (Year 3)	2020-21 (Year 4)	2021-22 (Year 5)
<b>EXPENDITURES</b>					
<b>1000 - Certificated Salaries</b>					
1100 - Teachers' Salaries	380,500	799,050	1,318,433	1,933,701	2,658,839
1300 - Certificated Supervisory/Admin	<u>225,000</u>	<u>472,500</u>	<u>722,925</u>	<u>983,178</u>	<u>1,253,552</u>
<b>TTL Certificated Salaries</b>	<b>605,500</b>	<b>1,271,550</b>	<b>2,041,358</b>	<b>2,916,879</b>	<b>3,912,391</b>
<b>2000 - Non-Certificated Salaries</b>					
2100 - Instructional Aide Salaries	18,000	54,000	89,100	130,680	179,685
2400 - Clerical/Tech/Office Staff	<u>41,750</u>	<u>85,170</u>	<u>130,310</u>	<u>177,222</u>	<u>225,958</u>
<b>TTL Non-Certificated Salaries</b>	<b>136,250</b>	<b>295,230</b>	<b>458,182</b>	<b>632,631</b>	<b>819,673</b>
<b>3000 - Employee Benefits</b>					
3101 - STRS Certificated	98,575	233,548	417,547	628,550	843,070
3202 - PERS Classified	-	-	-	-	-
3301 - Soc. Sec/Medicare Certificated	8,780	18,437	29,600	42,295	56,730
3302 - Soc. Sec/Medicare Classified	10,423	21,889	16,733	14,894	13,980
3401 - Health Insurance Benefits - Cert	109,250	229,425	175,391	156,106	146,536
3402 - Health Insurance Benefits - Class	33,250	72,047	111,813	154,385	200,030
3501 - State Employment Ins - Cert	303	636	1,021	1,458	1,956
3502 - State Employment Ins - Class	68	143	109	97	91
3601 - Workmen's Comp Certificated	10,596	22,252	35,724	51,045	68,467
3602 - Workmen's Comp Classified	<u>2,384</u>	<u>5,007</u>	<u>3,828</u>	<u>3,407</u>	<u>3,198</u>
<b>TTL Employee Benefits</b>	<b>273,630</b>	<b>603,384</b>	<b>791,765</b>	<b>1,052,238</b>	<b>1,334,059</b>

**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash Flow**  
**FIVE-YEAR FINANCIAL PROJECTION DETAIL**

Description	2017-18 (Year 1)	2018-19 (Year 2)	2019-20 (Year 3)	2020-21 (Year 4)	2021-22 (Year 5)
<b>4000 - Books/Supplies/Materials</b>					
4100 - Textbooks & Reference Material	120,000	360,000	594,000	871,200	1,197,900
4310 - Student Instructional Materials	24,900	74,700	123,255	180,774	248,564
4320 - Other Supplies	12,000	36,000	59,400	87,120	119,790
4400 - Noncapitalized Equipment	56,500	169,500	279,675	410,190	564,011
4700 - Food	-	-	-	-	-
<b>TTL Books/Supplies/Materials</b>	<b>213,400</b>	<b>640,200</b>	<b>1,056,330</b>	<b>1,549,284</b>	<b>2,130,266</b>
<b>5000 - Services &amp; Operations</b>					
5200 - Travel and Conferences	2,000	4,200	6,615	9,085	11,696
5210 - Mileage	1,900	3,990	6,284	8,630	11,112
5300 - Dues and Memberships	3,000	6,300	9,923	13,627	17,545
5400 - Liability Insurance	12,000	25,200	39,690	54,508	70,179
5500 - Operation and Housekeeping Services	4,500	9,450	14,884	20,440	26,317
5510 - Utilities (General)	15,000	31,500	49,613	68,135	87,723
5520 - Janitorial/Custodial	19,500	40,950	64,496	88,575	114,040
5610 - Facility Rental	180,000	378,000	595,350	817,614	1,052,678
5620 - Equipment Leases	2,000	4,200	6,615	9,085	11,696
5630 - Maintenance & Repair	5,000	10,500	16,538	22,712	29,241
5800 - Professional/Consulting Services	25,000	52,500	82,688	113,558	146,205
5810 - Legal	12,000	12,600	13,230	13,892	14,586
5820 - Audit/CPA Costs	9,000	9,450	9,923	10,419	10,940
5825 - Business Services	114,000	239,400	377,055	517,822	666,696
5840 - Advertisement	10,000	21,000	33,075	45,423	58,482
5850 - Oversight Fee	17,916	36,791	57,402	76,549	98,146
5855 - Short-term Interest	10,000	21,000	33,075	45,423	58,482
5860 - Bank Fees	9,000	18,900	29,768	40,881	52,634
5870 - Livescan (Fingerprinting)	1,000	2,100	3,308	4,542	5,848
5900 - Communications (General)	3,500	7,350	11,576	15,898	20,469
5910 - Telephone	7,000	14,700	23,153	31,796	40,937
5920 - Telecom/Internet	8,000	16,800	26,460	36,338	46,786
5930 - Postage	2,500	5,250	8,269	11,356	14,621
<b>TTL Services &amp; Operations</b>	<b>473,816</b>	<b>972,131</b>	<b>1,518,987</b>	<b>2,076,306</b>	<b>2,667,058</b>

**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash Flow**  
**FIVE-YEAR FINANCIAL PROJECTION DETAIL**

Description	2017-18 (Year 1)	2018-19 (Year 2)	2019-20 (Year 3)	2020-21 (Year 4)	2021-22 (Year 5)
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
<b>TTL Capital Outlay</b>	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
<b>TTL Other Outgo</b>	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>1,702,596</b>	<b>3,782,495</b>	<b>5,866,622</b>	<b>8,227,338</b>	<b>10,863,447</b>
<b>Revenues less Expenditures</b>	<b>310,833</b>	<b>478,785</b>	<b>706,373</b>	<b>547,664</b>	<b>358,284</b>
Beginning Fund Balance	-	310,833	789,618	1,495,991	2,043,655
Net Revenues	310,833	478,785	706,373	547,664	358,284
<b>ENDING BALANCE</b>	<b>310,833</b>	<b>789,618</b>	<b>1,495,991</b>	<b>2,043,655</b>	<b>2,401,939</b>
<b>ENDING BALANCE AS % OF OUTGO</b>	<b>18.26%</b>	<b>20.88%</b>	<b>25.50%</b>	<b>24.84%</b>	<b>22.11%</b>



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## NORCAL TRADE & TECH (NTT) ENROLLMENT AND A.D.A. ASSUMPTIONS

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ADA Ratio:	2017-18		2018-19		2019-20		2020-21		2021-22	
90.00%										
Adult Ed Grade Equivalent	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLLED	ADA	ENROLLED	ADA
TK-3 (Adult Elementary)	120	108.00	240	216.00	360	324.00	480	432.00	600	540.00
4-6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7-8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9-12	80	72.00	160	144.00	240	216.00	320	288.00	400	360.00
<b>TTL Enrollment/ADA</b>	<b>200</b>	<b>180.00</b>	<b>400</b>	<b>360.00</b>	<b>600</b>	<b>540.00</b>	<b>800</b>	<b>720.00</b>	<b>1000</b>	<b>900.00</b>

**LCFF Unduplicated Calc:**

Enrollment*	200	400	600	800	1000
Unduplicated Count*	141	283	424	566	707
Unduplicated Percentage:	70.50%	70.75%	70.67%	70.75%	70.70%
Blended UP:	70.50%	70.67%	70.67%	70.72%	70.71%

\*As of Fall 1 CALPADS/CBEDS Census Day, 1st Wed. in October, not annual average

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**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash**  
**Flow STAFFING ASSUMPTIONS**

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**Staffing Levels - Rationale/Explanation**

**While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.**

Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

**Annual Pay Increases - Rationale/Explanation**

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.00% step/column annual increase (taking terms/replacements into account).

**Benefits - Rationale/Explanation**

We are assuming benefits at the following rates:

STRS = 16.28% in 2018-19, increasing thereafter

PERS = No PERS Participation

OASDI = 6.20%

Medicare = 1.45%

Worker's Comp =

1.75% SUI = 0.05%

Health Care = \$9,500 cap on employer-funded portion (preliminary)

For budget purposes we are assuming all certificated staff are CalSTRS participants.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are assuming \$9.5k but this may be modified to align with competitive market rates. All health insurance providers and plans will be selected through competitive bidding and may be modified during the charter renewal term if necessary.

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**NorCal Trade & Tech (NTT)****Charter Petition - Financial Projections & Cash Flow  
PAYROLL & STAFFING DETAIL TABLES**

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**YEAR 1 EMPLOYEE POSITIONS AND COST**

<b>Certificated</b>				
Teacher	8.00	348,000.00	143,964.40	491,964.40
Principal	1.00	95,000.00	28,053.50	123,053.50
Founding Director	1.00	70,000.00	23,171.00	93,171.00
Director of Curriculum & Instruction	1.00	60,000.00	21,218.00	81,218.00
Director of Special Education	0.50	32,500.00	11,097.25	43,597.25
<b>Certificated Total</b>	<b>11.50</b>	<b>605,500.00</b>	<b>227,504.15</b>	<b>833,004.15</b>
<b>Classified</b>				
Director of Community Engagement	1.00	48,500.00	14,083.25	62,583.25
Office Manager	1.00	41,750.00	13,445.38	55,195.38
Custodian	1.00	28,000.00	12,146.00	40,146.00
Resource Specialist	0.50	18,000.00	6,451.00	24,451.00
<b>Classified Total</b>	<b>3.50</b>	<b>136,250.00</b>	<b>46,125.63</b>	<b>182,375.63</b>
<b>Grand Total</b>	<b>15.00</b>	<b>741,750.00</b>	<b>273,629.78</b>	<b>1,015,379.78</b>

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash  
Flow STARTUP EXPENSES SUMMARY**

	Year 1 (Startup Portion)	Year 1 (Recurring Portion)	Total 2017-18 (Year 1)
<b>Revenues:</b>			
General Purpose Entitlement	229,810	1,561,763	1,791,573
Federal Revenue	-	-	-
Other State Revenue	-	221,355	221,355
Other Local Revenue	-	500	500
<b>TTL Revenues:</b>	<b>229,810</b>	<b>1,783,618</b>	<b>2,013,428</b>
<b>Expenditures:</b>			
Certificated Salaries	12,500	593,000	605,500
Non-certificated Salaries	9,050	127,200	136,250
Benefits	7,760	265,869	273,630
Books/Supplies/Materials	95,000	118,400	213,400
Services/Operations	105,500	368,316	473,816
Capital Outlay	-	-	-
Other Outgo	-	-	-
<b>TTL Expenditures:</b>	<b>229,810</b>	<b>1,472,785</b>	<b>1,702,596</b>
<b>Net Income</b>	<b>-</b>	<b>310,833</b>	<b>310,833</b>
<b>Beginning Balance July 1</b>			-
<b>Ending Balance June 30</b>			<b>310,833</b>
<b>Ending Balance as % of Exp.:</b>			<b>18.3%</b>

**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash**  
**Flow STARTUP COSTS BREAKDOWN**

**Startup Portion of 2018-19 (Year 1) Budget:**

	\$ 229,810
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**Description:**

Education Code requires that the financial projection of a charter petition identify the "startup costs" component of the overall budget. The following information shows the estimated one-time startup & implementation expenses for the School, which are included within the Year 1 budget totals.

<b>Startup Expenses - Salaries &amp; Benefits</b>	
1000 Series: Certificated Salaries	\$ 12,500
2000 Series: Classified Salaries	\$ 9,050
3000 Series: Benefits	\$ 7,760
<b>Description:</b>	
Program Development and Curriculum Design, initial clerical and office setup time, other one-time formation and implementation tasks.	

<b>Startup Expenses - Books, Supplies &amp; Materials</b>	
4310 - Instructional Materials	\$ 45,000
<b>Description:</b>	
We are allocating this amount for an additional startup portion of instructional materials, which is intended simply to provide initial one-time classroom items and materials estimated at \$100/ADA. The Year 1-3 budgets contain additional amounts for textbooks and materials.	
4320 - Office Supplies	\$ 8,000
<b>Description:</b>	
This is for initial office supplies and materials during the startup year to prepare for the school's first year. By having the office setup beforehand, volunteers and founding staff will be able to effectively coordinate preparation of the school site. This includes marketing materials such as flyers, etc. to maximize community outreach.	
4400 - Non-Capitalized Equipment	\$ 42,000
<b>Description:</b>	
This amount represents equipment, furniture, facility improvements, and technology to prepare the school for its first year of operation. Note that this category only includes non-capitalized assets - fixed assets are reflected on the cash flow statement.	

<b>Startup Expenses - Services &amp; Operations</b>	
5800 - Educational Support & Services	\$ 42,500
<b>Description:</b>	
This covers Student Information Systems (SIS) and assessment technology acquisition, training, and implementation.	
5810 - Legal (Charter Implementation and Governance Training)	\$ 29,000
5825 - Fiscal Management Training	\$ 16,000
5900 - Communications	\$ 18,000
<b>Description:</b>	
The professional services expense is to cover legal/fiscal training costs relating to implementation. The communications expense is for website and electronic communications to be translated into Spanish and other languages, and improve community outreach and marketing efforts.	

<b>Total Startup Portion of Year 1 Budget:</b>	\$ 229,810
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**NorCal Trade & Tech (NTT)**  
**Charter Petition - Financial Projections & Cash**  
**Flow FUNDING ASSUMPTIONS**

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**ENROLLMENT/ADA ASSUMPTIONS:**

1. Enrollment projections are shown on the Enrollment Assumptions sheet. 2. Grade levels shown are grade-equivalencies of adult students.
3. ADA is assumed at 90.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
4. LCFF Unduplicated Percentage estimated at SCUSD rate of 70.69%.

**STATE FUNDING ASSUMPTIONS:**

1. LCFF funding is detailed in the LCFF Funding Calcs and is separately confirmed with FCMAT's LCFF Calculator. LCFF calcs assume Sac City USD as the highest physical location district for both base year and unduplicated percentage calculations. 2018-19 LCFF base funding for SCUSD is extrapolated from FCMAT 16-17 LCFF data. 2. COLAs and gap rates taken from LCFF FCMAT Calculator assumptions.
3. No additional one-time discretionary/one-time funding assumed.
4. Mandate Block Grant funding is assumed at \$14/42 prior year ADA. 5. Lottery funding for both Year 1 and Year 2 shown in Year 2.
6. AB602 SPED assumed through El Dorado Charter SELPA @ \$500/ADA less 5% admin fee.

**FEDERAL FUNDING ASSUMPTIONS:**

1. No ESEA Title I-V funding assumed (not available for adult charters).
2. IDEA SPED funding begins in Year 2 - \$130 per prior year ADA less 5% admin fee. 3. PCSGP Implementation Grant not included.

**LOCAL FUNDING ASSUMPTIONS:**

1. No donations, or contributions assumed until known.
2. Interest earnings are roughly estimated based on projected balances. 3. Special education funding assumes membership in El Dorado SELPA.

**CASH FLOW ASSUMPTIONS:**

1. 5-Year \$250k State Revolving Fund Loan assumed @ 0.50% in July 2018. 2. No state deferrals currently assumed.

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash Flow**

**FUNDING CALCULATIONS**

2018-19 (Year 1) Net State Funding COLA over prior year = 2.150%

GENERAL PURPOSE ENTITLEMENT				TOTALS
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding:	\$ 9,953.19	180.00	\$ 1,791,573	
State Aid Portion:	\$ 7,844.19	180.00		\$ 1,411,953
Education Protection Account Portion:	200.00	180.00		36,000
Estimated Local In-Lieu-Of Tax Portion:	1,909.00	180.00		343,620
	<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>			<b>\$ 1,791,573</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
<b>Total Federal Title I-III Funding:</b>				<b>-</b>
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			-	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>-</b>
	<b>TOTAL FEDERAL REVENUES</b>			<b>\$ -</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery (not rec'd until Year 2)	\$ -	188	-	
Prop 20 Lottery (not rec'd until Year 2)	-	188	-	
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			-	
Facility Grant Program (lesser of 75% or \$750/ADA)			135,000.00	
State Special Education (AB602)			86,355.00	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				<b>221,355.00</b>
	<b>TOTAL OTHER STATE REVENUES</b>			<b>\$ 221,355.00</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings:				\$ 500.00
Local Special Education Revenues:				-
<b>Additional Other Local Revenues</b>				
Local Donations/Contributions			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			-	
<b>Total Additional Other Local Revenues:</b>				<b>-</b>
	<b>TOTAL OTHER LOCAL REVENUES</b>			<b>\$ 500.00</b>

**TOTAL REVENUES**

**\$ 2,013,428.49**

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash Flow**

**FUNDING CALCULATIONS**

2019-2020 (Year 2)		Net State Funding COLA over prior year =		2.35%
<b>GENERAL PURPOSE ENTITLEMENT</b>			<b>TOTALS</b>	
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding:	\$ 10,219.85	360.00	\$ 3,679,146	
State Aid Portion:	\$ 8,110.85	360.00		\$ 2,919,906
Education Protection Account Portion:	200.00	360.00		72,000
Estimated Local In-Lieu-Of Tax Portion:	1,909.00	360.00		687,240
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>			<b>\$ 3,679,146</b>	
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
<b>Total Federal Title I-III Funding:</b>				-
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			24,700.00	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				24,700.00
<b>TOTAL FEDERAL REVENUES</b>			<b>\$ 24,700.00</b>	
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery	\$ 146.00	564	82,344.00	
Prop 20 Lottery	48.00	564	27,072.00	
				109,416.00
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			4,558.68	
Facility Grant Program (lesser of 75% or \$750/ADA)			270,000.00	
State Special Education (AB602)			172,710.00	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				447,268.68
<b>TOTAL OTHER STATE REVENUES</b>			<b>\$ 556,684.68</b>	
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings:				\$ 750.00
Local Special Education Revenues:				-
<b>Additional Other Local Revenues</b>				
Local Donations/Contributions			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			-	
<b>Total Additional Other Local Revenues:</b>				-
<b>TOTAL OTHER LOCAL REVENUES</b>			<b>\$ 750.00</b>	



**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash Flow**

**FUNDING CALCULATIONS**

2020-21 (Year 3)		Net State Funding COLA over prior year =		2.57%
<b>GENERAL PURPOSE ENTITLEMENT</b>			<b>TOTALS</b>	
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding:	\$ 10,630.09	540.00	\$ 5,740,246	
State Aid Portion:	\$ 8,521.09	540.00		\$ 4,601,386
Education Protection Account Portion:	200.00	540.00		108,000
Estimated Local In-Lieu-Of Tax Portion:	1,909.00	540.00		1,030,860
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>			<b>\$ 5,740,246</b>	
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
<b>Total Federal Title I-III Funding:</b>				-
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			49,400.00	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				49,400.00
<b>TOTAL FEDERAL REVENUES</b>			<b>\$ 49,400.00</b>	
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery	\$ 146.00	564	82,344.00	
Prop 20 Lottery	48.00	564	<u>27,072.00</u>	
				109,416.00
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			9,117.36	
Facility Grant Program (lesser of 75% or \$750/ADA)			405,000.00	
State Special Education (AB602)			259,065.00	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				673,182.36
<b>TOTAL OTHER STATE REVENUES</b>			<b>\$ 782,598.36</b>	
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings:				\$ 750.00
Local Special Education Revenues:				-
<b>Additional Other Local Revenues</b>				
Local Donations/Contributions			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			-	
<b>Total Additional Other Local Revenues:</b>				-
<b>TOTAL OTHER LOCAL REVENUES</b>			<b>\$ 750.00</b>	

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash Flow**

**FUNDING CALCULATIONS**

2021-22 (Year 4)		Net State Funding COLA over prior year =		2.57%
<b>GENERAL PURPOSE ENTITLEMENT</b>			<b>TOTALS</b>	
	<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>	
Total LCFF Funding:	\$ 10,631.83	\$ 720.00	\$ 7,654,918	
State Aid Portion:	\$ 8,522.83	720.00		\$ 6,136,438
Education Protection Account Portion:	200.00	720.00		144,000
Estimated Local In-Lieu-Of Tax Portion:	1,909.00	720.00		1,374,480
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>				<b>\$ 7,654,918</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
<b>Total Federal Title I-III Funding:</b>				<b>-</b>
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			74,100.00	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>74,100.00</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 74,100.00</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery	\$ 146.00	752	109,792.00	
Prop 20 Lottery	48.00	752	<u>36,096.00</u>	
				<b>145,888.00</b>
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			13,676.04	
Facility Grant Program (lesser of 75% or \$750/ADA)			540,000.00	
State Special Education (AB602)			345,420.00	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				<b>899,096.04</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 1,044,984.04</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings:				\$ 1,000.00
Local Special Education Revenues:				-
<b>Additional Other Local Revenues</b>				
Local Donations/Contributions			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			-	
<b>Total Additional Other Local Revenues:</b>				<b>-</b>
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ 1,000.00</b>

**NorCal Trade & Tech (NTT)**

**Charter Petition - Financial Projections & Cash Flow**

**FUNDING CALCULATIONS**

2022-23 (Year 5) Net State Funding COLA over prior year = 2.57%

GENERAL PURPOSE ENTITLEMENT				TOTALS
	\$/ADA	ADA	Subtotal	
Total LCFF Funding:	\$ 10,905.07	900.00	\$ 9,814,562	
State Aid Portion:	\$ 8,796.07	900.00		\$ 7,916,462
Education Protection Account Portion:	200.00	900.00		180,000
Estimated Local In-Lieu-Of Tax Portion:	1,909.00	900.00		1,718,100
<b>TOTAL GENERAL PURPOSE ENTITLEMENT</b>				<b>\$ 9,814,562</b>
<b>FEDERAL REVENUES</b>				
Title I Funding			\$ -	
Title II Part A			-	
Title III LEP			-	
<b>Total Federal Title I-III Funding:</b>				-
<b>Other Federal Revenues</b>				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			-	
Federal IDEA Special Education			98,800.00	
Other Federal Revenue			-	
<b>Total Other Federal Revenues:</b>				<b>98,800.00</b>
<b>TOTAL FEDERAL REVENUES</b>				<b>\$ 98,800.00</b>
<b>OTHER STATE REVENUES</b>				
Non-Prop 20 Lottery	\$ 146.00	940	137,240.00	
Prop 20 Lottery	48.00	940	45,120.00	
				<b>182,360.00</b>
<b>Additional Other State Revenues</b>				
State Lunch Program Revenues			-	
Mandate Block Grant			18,234.72	
Facility Grant Program (lesser of 75% or \$750/ADA)			675,000.00	
State Special Education (AB602)			431,775.00	
Other State Revenues			-	
<b>Total Additional Other State Revenues:</b>				<b>1,125,009.72</b>
<b>TOTAL OTHER STATE REVENUES</b>				<b>\$ 1,307,369.72</b>
<b>OTHER LOCAL REVENUES</b>				
Interest Earnings:				\$ 1,000.00
Local Special Education Revenues:				-
<b>Additional Other Local Revenues</b>				
Local Donations/Contributions			\$ -	
Local Lunch Revenues			-	
Other Local Revenues			-	
<b>Total Additional Other Local Revenues:</b>				-
<b>TOTAL OTHER LOCAL REVENUES</b>				<b>\$ 1,000.00</b>

**TOTAL REVENUES**

**\$ 11,221,731.46**

LCFF Calculator Universal Assumptions				
Norcal Trade & Tech - Norcal Trade & Tech (NTT) 2017 Charter Petition to Sac City USD				

Summary of Funding				
	2018-19	2019-20	2020-21	2021-22
<b>Target Components:</b>				
Base Grant	1,450,224	2,968,560	4,567,212	6,089,616
Grade Span Adjustment	44,136	90,432	139,104	185,472
Supplemental Grant	210,706	432,357	665,190	887,548
Concentration Grant	115,812	239,672	368,740	492,282
Add-ons	-	-	-	-
<b>Total Target</b>	<b>1,820,878</b>	<b>3,731,021</b>	<b>5,740,246</b>	<b>7,654,918</b>
<b>Transition Components:</b>				
Target	\$ 1,820,878	\$ 3,731,021	\$ 5,740,246	\$ 7,654,918
Funded Based on Target Formula <i>(based on prio</i>	FALSE	FALSE	FALSE	TRUE
Floor	1,734,383	3,583,145	5,518,719	7,653,665
<i>Remaining Need after Gap (informational only)</i>	29,305	51,875	-	-
Current Year Gap Funding	57,190	96,001	221,527	-
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
<b>Total Phase-In Entitlement</b>	<b>\$ 1,791,573</b>	<b>\$ 3,679,146</b>	<b>\$ 5,740,246</b>	<b>\$ 7,654,918</b>

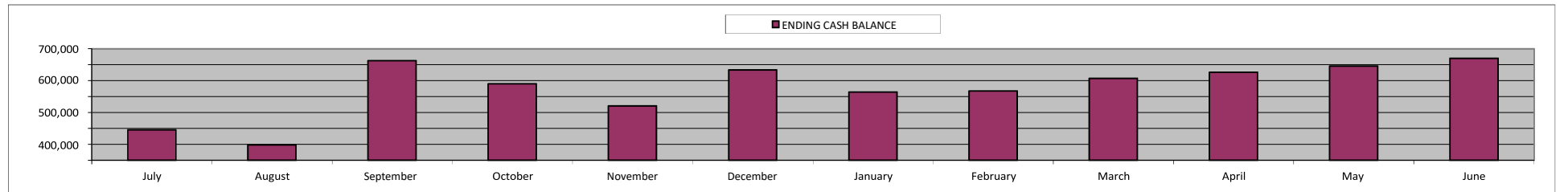
Components of LCFF By Object Code				
	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ 1,411,953	\$ 2,919,906	\$ 4,601,386	\$ 6,136,438
8011 - Fair Share	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-
EPA (for LCFF Calculation purposes)	36,000	72,000	108,000	144,000
<i>Local Revenue Sources:</i>				
8021 to 8089 - Property Taxes	-	-	-	-
8096 - In-Lieu of Property Taxes	343,620	687,240	1,030,860	1,374,480
<i>Property Taxes net of in-lieu</i>	-	-	-	-
<b>TOTAL FUNDING</b>	<b>\$ 1,791,573</b>	<b>\$ 3,679,146</b>	<b>\$ 5,740,246</b>	<b>\$ 7,654,918</b>
<i>Basic Aid Status</i>	\$ -	\$ -	\$ -	\$ -
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -
<b>Total Phase-In Entitlement</b>	<b>\$ 1,791,573</b>	<b>\$ 3,679,146</b>	<b>\$ 5,740,246</b>	<b>\$ 7,654,918</b>
<i>8012 - EPA Receipts (for budget &amp; cashflow)</i>	\$ 36,000	\$ 72,000	\$ 108,000	\$ 144,000

Summary of Student Population				
	2018-19	2019-20	2020-21	2021-22
<b>Unduplicated Pupil Population</b>				
Agency Unduplicated Pupil Count	141.00	283.00	424.00	566.00
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated pupil Count	141.00	283.00	424.00	566.00
Rolling %, Supplemental Grant	70.5000%	70.6700%	70.6700%	70.7200%
Rolling %, Concentration Grant	70.5000%	70.6700%	70.6700%	70.6900%
<b>ACTUAL ADA (Current Year Only)</b>				
Grades TK-3	36.00	72.00	108.00	144.00
Grades 4-6	36.00	72.00	108.00	144.00
Grades 7-8	36.00	72.00	108.00	144.00
Grades 9-12	72.00	144.00	216.00	288.00
<b>Total Actual ADA</b>	<b>180.00</b>	<b>360.00</b>	<b>540.00</b>	<b>720.00</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-

LCAP Percentage to Increase or Improve Services				
	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and conce \$	215,894	672,029	1,033,930	1,379,830
Current year Percentage to Increase or Improve	13.70%	22.35%	21.97%	21.99%

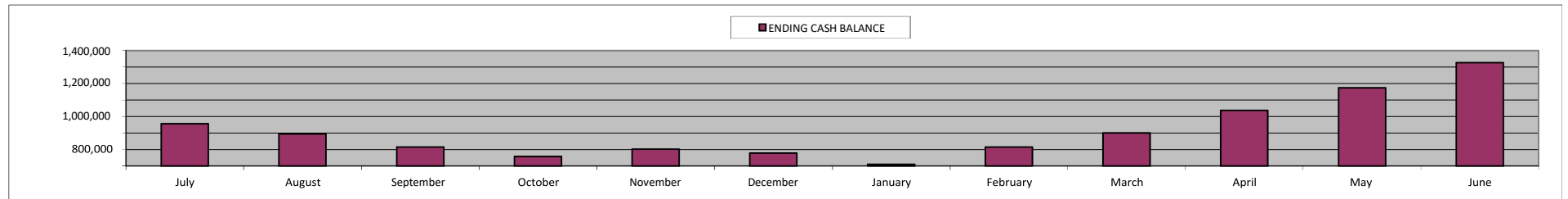
Charter Petition - Financial Projections & Cash Flow

Description	2018-19 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		0	190,961	96,110	625,040	479,915	340,801	566,534	427,337	435,138	513,873	552,599	591,409	639,219	
<b>REVENUES</b>															
General Purpose Block Grant	1,411,953	-	-	522,423	-	-	254,152	-	127,076	127,076	127,076	127,076	127,076	-	1,411,953
Education Protection Account	36,000	-	-	9,000	-	-	9,000	-	-	9,000	-	-	9,000	-	36,000
In-Lieu-Of Property Taxes	343,620	-	-	96,214	-	-	61,852	-	-	61,852	30,926	30,926	30,926	30,926	343,620
Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lottery Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	221,355	-	-	81,901	-	-	39,844	-	19,922	19,922	19,922	19,922	19,922	-	221,355
Other Local Revenues	500	-	-	83	-	83	83	-	-	83	-	83	83	-	500
<b>TTL REVENUES</b>	<b>2,013,428</b>	<b>-</b>	<b>-</b>	<b>709,621</b>	<b>-</b>	<b>83</b>	<b>364,930</b>	<b>-</b>	<b>146,998</b>	<b>217,933</b>	<b>177,924</b>	<b>178,007</b>	<b>187,007</b>	<b>30,926</b>	<b>2,013,428</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	605,500	13,989	13,989	55,045	55,045	55,045	55,045	55,045	55,045	55,045	55,045	55,045	55,045	27,067	605,500
All Classified Salaries	136,250	2,750	11,354	11,354	11,354	11,354	11,354	11,354	11,354	11,354	11,354	11,354	11,354	8,604	136,250
All Benefits	273,630	6,175	9,349	24,495	24,495	24,495	24,495	24,495	24,495	24,495	24,495	24,495	24,495	13,159	273,630
All Materials & Supplies	213,400	9,700	23,711	53,350	17,783	11,856	11,856	11,856	11,856	11,856	11,856	11,856	11,856	14,011	213,400
All Services and Operations	473,816	26,425	36,447	36,447	36,447	36,447	36,447	36,447	36,447	36,447	36,447	36,447	36,447	46,470	473,816
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>1,702,596</b>	<b>59,039</b>	<b>94,851</b>	<b>180,692</b>	<b>145,125</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>139,197</b>	<b>109,312</b>	<b>1,702,596</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)															-
Net Change in Payables															-
Loan Proceeds and other Cash Inflows		250,000													250,000
Loan Repayment and Other Outflows															-
Fixed Asset Acquisitions															-
<b>NET INCREASE (DECREASE)</b>		<b>250,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>250,000</b>
<b>ENDING CASH BALANCE</b>		<b>190,961</b>	<b>96,110</b>	<b>625,040</b>	<b>479,915</b>	<b>340,801</b>	<b>566,534</b>	<b>427,337</b>	<b>435,138</b>	<b>513,873</b>	<b>552,599</b>	<b>591,409</b>	<b>639,219</b>		



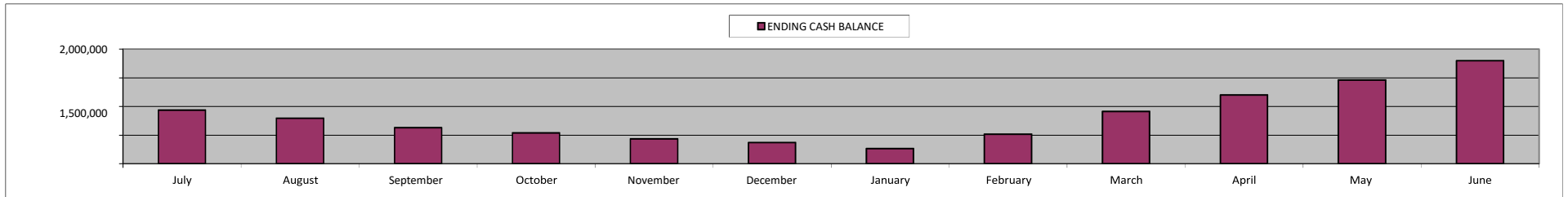
Charter Petition - Financial Projections & Cash Flow

Description	2019-20 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>639,219</b>	<b>509,976</b>	<b>387,758</b>	<b>226,559</b>	<b>113,307</b>	<b>201,612</b>	<b>154,743</b>	<b>17,924</b>	<b>228,892</b>	<b>398,283</b>	<b>671,419</b>	<b>944,679</b>	<b>1,251,571</b>	<b>639,219</b>
<b>REVENUES</b>															
General Purpose Block Grant	2,919,906	70,598	70,598	127,076	127,076	127,076	127,076	127,076	428,666	428,666	428,666	428,666	428,666	-	2,919,906
Education Protection Account	72,000	-	-	18,000	-	-	18,000	-	-	18,000	-	-	18,000	-	72,000
In-Lieu-Of Property Taxes	687,240	-	20,617	41,234	27,490	27,490	27,490	27,490	27,490	162,647	81,323	81,323	81,323	81,323	687,240
Federal Revenues	24,700	-	-	8,233	-	-	6,175	-	-	6,175	-	-	-	4,117	24,700
Lottery Revenues	109,416	-	-	-	-	-	65,650	-	-	15,631	-	-	15,631	12,505	109,416
Other State Revenues	447,269	10,814	10,814	19,465	19,465	19,465	19,465	19,465	65,663	65,663	65,663	65,663	65,663	-	447,269
Other Local Revenues	750	-	-	125	-	125	125	-	-	125	-	125	125	-	750
<b>TTL REVENUES</b>	<b>4,261,281</b>	<b>81,412</b>	<b>102,029</b>	<b>214,134</b>	<b>174,031</b>	<b>174,156</b>	<b>263,980</b>	<b>174,031</b>	<b>521,819</b>	<b>696,907</b>	<b>575,652</b>	<b>575,777</b>	<b>609,408</b>	<b>97,945</b>	<b>4,261,281</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	1,271,550	29,377	29,377	109,816	109,816	109,816	109,816	109,816	109,816	109,816	109,816	109,816	109,816	114,639	1,271,550
All Classified Salaries	295,230	5,959	24,603	24,603	24,603	24,603	24,603	24,603	24,603	24,603	24,603	24,603	24,603	18,644	295,230
All Benefits	603,384	13,617	20,616	54,013	54,013	54,013	54,013	54,013	54,013	54,013	54,013	54,013	54,013	29,017	603,384
All Materials & Supplies	640,200	29,100	71,133	100,050	12,000	35,567	35,567	35,567	35,567	35,567	35,567	35,567	35,567	143,383	640,200
All Services and Operations	972,131	54,216	78,518	78,518	78,518	78,518	78,518	78,518	78,518	78,518	78,518	78,518	78,518	54,214	972,131
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>3,782,495</b>	<b>132,269</b>	<b>224,247</b>	<b>367,000</b>	<b>278,950</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>302,517</b>	<b>359,898</b>	<b>3,782,495</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)		30,926	-	-			-								30,926
Net Change in Payables		(109,312)	-												(109,312)
Loan Proceeds and other Cash Inflows		-	-			225,000							-		225,000
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(225,000)	-				(275,000)
Fixed Asset Acquisitions															-
<b>NET INCREASE (DECREASE)</b>		<b>(78,386)</b>	<b>-</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>216,667</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(225,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>(128,386)</b>
<b>ENDING CASH BALANCE</b>		<b>509,976</b>	<b>387,758</b>	<b>226,559</b>	<b>113,307</b>	<b>201,612</b>	<b>154,743</b>	<b>17,924</b>	<b>228,892</b>	<b>398,283</b>	<b>671,419</b>	<b>944,679</b>	<b>1,251,571</b>		



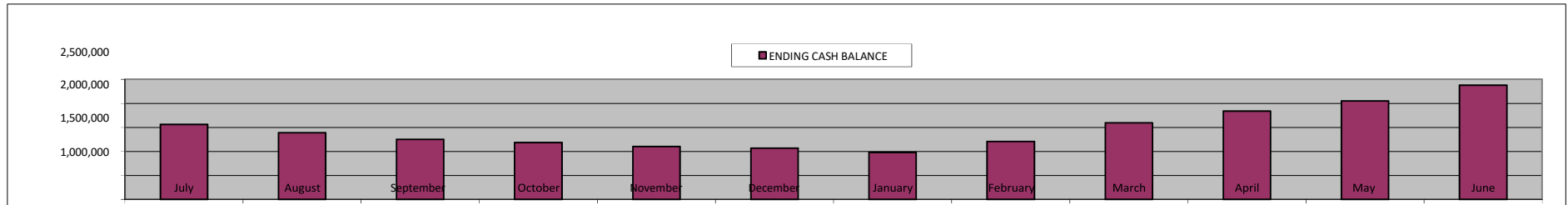
Charter Petition - Financial Projections & Cash Flow

Description	2020-21 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		1,251,571	933,344	789,480	627,605	533,540	430,120	366,050	260,453	512,999	910,505	1,197,508	1,457,157	1,795,434	1,251,571
<b>REVENUES</b>															
General Purpose Block Grant	4,601,386	145,995	145,995	262,792	262,792	262,792	262,792	262,792	599,088	599,088	599,088	599,088	599,088	-	4,601,386
Education Protection Account	108,000	-	-	27,000	-	-	27,000	-	-	27,000	-	-	27,000	-	108,000
In-Lieu-Of Property Taxes	1,030,860	-	41,234	82,469	54,979	54,979	54,979	54,979	54,979	210,754	105,377	105,377	105,377	105,377	1,030,860
Federal Revenues	49,400	-	-	6,175	-	-	12,350	-	-	12,350	7,057	7,057	7,057	4,411	49,400
Lottery Revenues	109,416	-	-	-	-	-	-	27,354	-	-	27,354	-	-	54,708	109,416
Other State Revenues	673,182	21,359	21,359	38,446	38,446	38,446	38,446	38,446	87,646	87,646	87,646	87,646	87,646	-	673,182
Other Local Revenues	750	-	-	188	-	188	188	-	-	188	-	-	-	-	750
<b>TTL REVENUES</b>	<b>6,572,994</b>	<b>167,354</b>	<b>208,589</b>	<b>417,069</b>	<b>356,217</b>	<b>356,405</b>	<b>395,755</b>	<b>383,571</b>	<b>741,713</b>	<b>937,025</b>	<b>826,522</b>	<b>799,168</b>	<b>819,111</b>	<b>164,496</b>	<b>6,572,994</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,041,358	47,162	47,162	190,403	190,403	190,403	190,403	190,403	190,403	190,403	190,403	190,403	190,403	43,004	2,041,358
All Classified Salaries	458,182	9,248	38,182	38,182	38,182	38,182	38,182	38,182	38,182	38,182	38,182	38,182	38,182	28,934	458,182
All Benefits	791,765	17,868	27,052	70,877	70,877	70,877	70,877	70,877	70,877	70,877	70,877	70,877	70,877	38,077	791,765
All Materials & Supplies	1,056,330	48,015	117,370	165,083	19,800	29,343	29,343	58,685	58,685	117,370	117,370	117,370	58,685	119,213	1,056,330
All Services and Operations	1,518,987	84,715	122,687	122,687	122,687	122,687	122,687	122,687	122,687	122,687	122,687	122,687	122,687	84,711	1,518,987
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>5,866,622</b>	<b>207,007</b>	<b>352,453</b>	<b>587,232</b>	<b>441,949</b>	<b>451,492</b>	<b>451,492</b>	<b>480,834</b>	<b>480,834</b>	<b>539,519</b>	<b>539,519</b>	<b>539,519</b>	<b>480,834</b>	<b>313,938</b>	<b>5,866,622</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)		81,323	-	16,621	-	-	-	-	-	-	-	-	-	-	97,945
Net Change in Payables		(659,898)	-	-	-	-	-	-	-	-	-	-	-	-	(359,898)
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(50,000)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCREASE (DECREASE)</b>		<b>(278,574)</b>	<b>-</b>	<b>8,288</b>	<b>(6,333)</b>	<b>(6,333)</b>	<b>(8,333)</b>	<b>(6,333)</b>	<b>(6,333)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(311,953)</b>
<b>ENDING CASH BALANCE</b>		<b>933,344</b>	<b>789,480</b>	<b>627,605</b>	<b>533,540</b>	<b>430,120</b>	<b>366,050</b>	<b>260,453</b>	<b>512,999</b>	<b>910,505</b>	<b>1,197,508</b>	<b>1,457,157</b>	<b>1,795,434</b>		



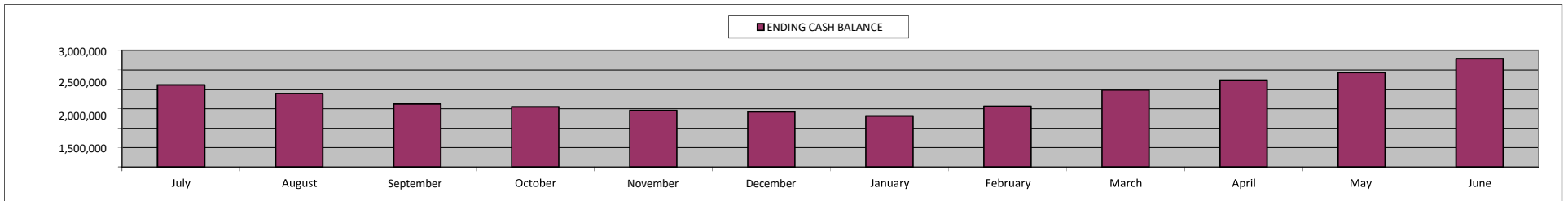
Charter Petition - Financial Projections & Cash Flow

Description	2021-22 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>1,795,434</b>	<b>1,560,528</b>	<b>1,390,254</b>	<b>1,247,287</b>	<b>1,180,504</b>	<b>1,100,006</b>	<b>1,064,752</b>	<b>977,410</b>	<b>1,205,588</b>	<b>1,596,226</b>	<b>1,840,686</b>	<b>2,048,673</b>	<b>2,377,146</b>	<b>1,795,434</b>
<b>REVENUES</b>															
General Purpose Block Grant	6,136,438	230,069	230,069	414,125	414,125	414,125	414,125	414,125	721,135	721,135	721,135	721,135	721,135	-	6,136,438
Education Protection Account	144,000	-	-	27,000	-	-	27,000	-	-	45,000	-	-	45,000	-	144,000
In-Lieu-Of Property Taxes	1,374,480	-	61,852	123,703	82,469	82,469	82,469	82,469	82,469	258,860	129,430	129,430	129,430	129,430	1,374,480
Federal Revenues	74,100	-	-	9,263	-	-	18,525	-	-	18,525	10,586	10,586	-	6,616	74,100
Lottery Revenues	145,888	-	-	-	-	-	-	36,472	-	-	36,472	-	-	72,944	145,888
Other State Revenues	899,096	33,709	33,709	60,677	60,677	60,677	60,677	60,677	105,659	105,659	105,659	105,659	105,659	-	899,096
Other Local Revenues	1,000	-	-	281	-	281	-	-	-	281	-	-	-	156	1,000
<b>TTL REVENUES</b>	<b>8,775,002</b>	<b>263,778</b>	<b>325,630</b>	<b>635,048</b>	<b>557,270</b>	<b>557,551</b>	<b>602,795</b>	<b>593,742</b>	<b>909,263</b>	<b>1,149,461</b>	<b>1,003,282</b>	<b>966,810</b>	<b>1,001,224</b>	<b>209,147</b>	<b>8,775,002</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	2,916,879	67,389	67,389	272,065	272,065	272,065	272,065	272,065	272,065	272,065	272,065	272,065	272,065	61,448	2,916,879
All Classified Salaries	632,631	12,769	52,719	52,719	52,719	52,719	52,719	52,719	52,719	52,719	52,719	52,719	52,719	39,951	632,631
All Benefits	1,052,238	23,746	35,952	94,194	94,194	94,194	94,194	94,194	94,194	94,194	94,194	94,194	94,194	50,603	1,052,238
All Materials & Supplies	1,549,284	70,422	172,143	242,121	29,040	43,036	43,036	86,071	86,071	172,143	172,143	172,143	86,071	174,845	1,549,284
All Services and Operations	2,076,306	115,797	167,702	167,702	167,702	167,702	167,702	167,702	167,702	167,702	167,702	167,702	167,702	115,791	2,076,306
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>8,227,338</b>	<b>290,123</b>	<b>495,904</b>	<b>828,801</b>	<b>615,720</b>	<b>629,716</b>	<b>629,716</b>	<b>672,751</b>	<b>672,751</b>	<b>758,823</b>	<b>758,823</b>	<b>758,823</b>	<b>672,751</b>	<b>442,638</b>	<b>8,227,338</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)		105,377	-	59,119	-	-	-	-	-	-	-	-	-	-	164,496
Net Change in Payables		(313,938)	-	-	-	-	-	-	-	-	-	-	-	-	(313,938)
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-	(50,000)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCREASE (DECREASE)</b>		<b>(208,561)</b>	<b>-</b>	<b>50,785</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>(8,333)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>(199,442)</b>
<b>ENDING CASH BALANCE</b>		<b>1,560,528</b>	<b>1,390,254</b>	<b>1,247,287</b>	<b>1,180,504</b>	<b>1,100,006</b>	<b>1,064,752</b>	<b>977,410</b>	<b>1,205,588</b>	<b>1,596,226</b>	<b>1,840,686</b>	<b>2,048,673</b>	<b>2,377,146</b>		





Description	2022-23 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
<b>BEGINNING CASH</b>		<b>2,377,146</b>	<b>2,111,467</b>	<b>1,887,973</b>	<b>1,623,133</b>	<b>1,547,529</b>	<b>1,453,102</b>	<b>1,418,954</b>	<b>1,310,521</b>	<b>1,563,096</b>	<b>1,981,786</b>	<b>2,227,575</b>	<b>2,427,774</b>	<b>2,786,206</b>	<b>2,377,146</b>
<b>REVENUES</b>															
General Purpose Block Grant	7,916,462	306,822	306,822	552,279	552,279	552,279	552,279	552,279	908,284	908,284	908,284	908,284	908,284	-	7,916,462
Education Protection Account	180,000	-	-	36,000	-	-	36,000	-	-	54,000	-	-	54,000	-	180,000
In-Lieu-Of Property Taxes	1,718,100	-	82,469	164,938	109,958	109,958	109,958	109,958	109,958	306,967	153,484	153,484	153,484	153,484	1,718,100
Federal Revenues	98,800	-	-	12,350	-	-	24,700	-	-	24,700	14,114	14,114	-	8,821	98,800
Lottery Revenues	182,360	-	-	-	-	-	-	45,590	-	-	45,590	-	-	91,180	182,360
Other State Revenues	1,125,010	43,603	43,603	78,485	78,485	78,485	78,485	78,485	129,076	129,076	129,076	129,076	129,076	-	1,125,010
Other Local Revenues	1,000	-	-	422	-	422	-	-	-	422	-	-	-	(266)	1,000
<b>TTL REVENUES</b>	<b>11,221,731</b>	<b>350,424</b>	<b>432,893</b>	<b>844,473</b>	<b>740,722</b>	<b>741,144</b>	<b>801,422</b>	<b>786,312</b>	<b>1,147,319</b>	<b>1,423,450</b>	<b>1,250,548</b>	<b>1,204,958</b>	<b>1,244,844</b>	<b>253,219</b>	<b>11,221,731</b>
<b>EXPENDITURES</b>															
All Certificated Salaries	3,912,391	90,389	90,389	364,919	364,919	364,919	364,919	364,919	364,919	364,919	364,919	364,919	364,919	82,420	3,912,391
All Classified Salaries	819,673	16,544	68,306	68,306	68,306	68,306	68,306	68,306	68,306	68,306	68,306	68,306	68,306	51,762	819,673
All Benefits	1,334,059	30,106	45,580	119,422	119,422	119,422	119,422	119,422	119,422	119,422	119,422	119,422	119,422	64,156	1,334,059
All Materials & Supplies	2,130,266	96,830	236,696	332,916	39,930	59,174	118,348	118,348	118,348	236,696	236,696	236,696	118,348	240,412	2,130,266
All Services and Operations	2,667,058	148,744	215,416	215,416	215,416	215,416	215,416	215,416	215,416	215,416	215,416	215,416	215,416	148,736	2,667,058
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TTL EXPENDITURES</b>	<b>10,863,447</b>	<b>382,612</b>	<b>656,388</b>	<b>1,100,980</b>	<b>807,993</b>	<b>827,237</b>	<b>827,237</b>	<b>886,411</b>	<b>886,411</b>	<b>1,004,760</b>	<b>1,004,760</b>	<b>1,004,760</b>	<b>886,411</b>	<b>587,486</b>	<b>10,863,447</b>
<b>OTHER TRANS. AFFECTING CASH</b>															
Accounts Receivable (net change)		209,147	-	-	-	-	-	-	-	-	-	-	-	-	209,147
Net Change in Payables		(442,638)	-	-	-	-	-	-	-	-	-	-	-	-	(442,638)
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	50,000	
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCREASE (DECREASE)</b>		<b>(233,491)</b>	<b>-</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>8,333</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(283,491)</b>
<b>ENDING CASH BALANCE</b>		<b>2,111,467</b>	<b>1,887,973</b>	<b>1,623,133</b>	<b>1,547,529</b>	<b>1,453,102</b>	<b>1,418,954</b>	<b>1,310,521</b>	<b>1,563,096</b>	<b>1,981,786</b>	<b>2,227,575</b>	<b>2,427,774</b>	<b>2,786,206</b>		



LCAP Year  2018–19  2019–20  2020–21

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	NORCAL Trade & Tech		
Contact Name and Title	Mike Brunelle, Principal	Email and Phone	<a href="mailto:BrnellM@sbcglobal.net">BrnellM@sbcglobal.net</a> 916-768-3730

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## 2017-20 Plan Summary

### THE STORY

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

NORCAL Trade & Tech will be an adult-focused charter school, with an adult-focused high school program, and an adult elementary program, which will be primarily tailored towards teaching English Language Development (ELD) to adults. NORCAL Trade & Tech will provide an opportunity for adults to earn their high school diploma, which helps them to become better contributing members of society, and increases their children’s chances of success in school.

### LCAP HIGHLIGHTS

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

This LCAP focuses on ensuring that NTT can serve English learners, foster youth (and former foster youth), and low income students well, by supporting teachers with professional development, supporting students with smaller class sizes, and hiring classified positions that work with the community and students.

## REVIEW OF PERFORMANCE

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

### **GREATEST PROGRESS**

Past performance of schools the founders have been involved with have been very good, and thus we have a similar expectation for the NTT.

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

### **GREATEST NEEDS**

Past data from other adult-serving schools similar to NTT suggests that student persistence and helping students overcome barriers will likely be some of the greatest needs of the school.

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

### **PERFORMANCE GAPS**

Specific performance gaps are not yet known

## INCREASED OR IMPROVED SERVICES

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

Having lower class sizes helps give more personalized attention to students. Having staff that can help provide resources to low-income adults, will significantly help improve their chances of success.

## BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 1,702,596
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 326,518

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

The estimated \$1,450,224 of Base Grant funding for 2018-19 will be spent on the basics expected of any school, including wages for sufficient teachers to teach all classes, their benefits, office staff, necessary administrators, insurance, etc.

\$ 1,820,878	Total Projected LCFF Revenues for LCAP Year
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# Stakeholder Engagement

LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

NTT consulted with teachers expressing meaningful interest in employment, other school personnel expressing meaningful interest in employment, parents and students expressing meaningful interest in enrolling, and in developing the local control and accountability plan. These were done through one-on-one meetings with the various stakeholder groups.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

NTT received overwhelming support from those whom it discussed having an adult-serving charter school. Several stakeholders expressed that it was important to have smaller class sizes, which is why additional teaching staff was added to the LCAP to have 8 from the 6 originally planned. Other stakeholders expressed the importance of having community engagement, and from this the Director of Community Engagement position was added to the school. Further, several stakeholders shared how there are resources, but often adults-in-need don't know how to access them, and from this the idea of a Resource Specialist came from. Teachers who have meaningful interest in the charter school expressed how it is important to have additional professional development and conferences, as well as having additional financial resources to contribute towards books and reference materials for classrooms. All of these ideas were able to become part of the LCAP.

# Goals, Actions, & Services

Goal 1 – Students will be taught by excellent teachers in facilities conducive to learning

New

Modified

Unchanged

## Goal 1

Students will be taught by excellent teachers in facilities conducive to learning

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Students who previously dropped out often were not taught in an environment conducive to their specific learning needs.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Teacher Misassignments	N/A	0%	0%	0%
% of Teachers with Full Credential	N/A	80%	90%	100%
Overall School Facility Repair Status Rating	Good	Good	Good	Good

**Action 1** Teachers will be provided with professional development opportunities, and support in their credentialing. This will include both internal professional development, as well as conferences, etc.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development & Conferences	Professional Development & Conferences	Professional Development & Conferences

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: \$14,182	Amount: \$17,297	Amount: \$49,765
Source: Concentration and Supplemental	Source: Concentration and Supplemental	Source: Concentration and Supplemental
Budget Reference: 5XXX	Budget Reference: 5XXX	Budget Reference: 5XXX

Goal 2 – Students will learn from curricula aligned to California state standards

New
  Modified
  Unchanged

## Goal 2

Students will learn from curricula that is aligned to California state standards, by having equal or greater breadth, depth, or rigor

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students who previously dropped out may not have had sufficient learning materials, or often did not have learning materials that were sufficiently relevant to their lives.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Students Lacking Own Assigned Copy	N/A	0%	0%	0%
% of Curriculum Aligned to State Standards	N/A	80%	90%	100%



Action 1 Additional books, online learning materials, and reference materials will be available to students for more in-depth learning.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Additional Books & Reference Materials	Additional Books & Reference Materials	Additional Books & Reference Materials

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount \$60,000	Amount \$180,000	Amount \$297,000
Source Concentration and Supplemental	Source Concentration and Supplemental	Source Concentration and Supplemental
Budget Reference 4XXX	Budget Reference 4XXX	Budget Reference 4XXX

Goal 3 – Stakeholders will be involved and have impact on the school decision making process

New                       Modified                       Unchanged

## Goal 3

Stakeholders, including adult students, parents of students who are minors, teachers, staff, employers in the community, and other community members, will be involved and have impact on the school decision making process.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Students who previously dropped out can be more engaged in the learning process by being more involved in the school’s decision making process

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Student/Parent Advisory Committee Meetings per Year	N/A	2	2	2
Number of ELAC Meetings per Year	N/A	2	2	2
Number of SCUSD Parents Served	N/A	25	50	100

**Action 1** The position of Director of Community Engagement will be funded to help coordinate stakeholder involvement, and have a budget for community outreach.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Director of Community Engagement position	Director of Community Engagement position	Director of Community Engagement position

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: \$72,583	Amount: \$84,835	Amount: \$98,086
Source: Concentration and Supplemental	Source: Concentration and Supplemental	Source: Concentration and Supplemental
Budget Reference: 2XXX, 3XXX, 5XXX	Budget Reference: 2XXX, 3XXX, 5XXX	Budget Reference: 2XXX, 3XXX, 5XXX

Goal 4 – Students will have success in school, career, and life

New
  Modified
  Unchanged

# Goal 4

Students will have success in school, career, and life

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students lacking a high school diploma have less chance of success in their career and life

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students going up one or more NRS levels	N/A	30%	40%	50%
% of long-term high school students who have successfully completed a CTE program	N/A	15%	25%	33%
% of English learners making progress toward English proficiency	N/A	30%	40%	50%
EL Reclassification Rate	N/A	5%	7%	10%

**Action 1** Additional teachers will be hired to decrease class sizes and help increase student success

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Additional FTE of Teaching Positions	Additional FTE of Teaching Positions	Additional FTE of Teaching Positions

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: \$122,991	Amount: \$250,902	Amount: \$383,880
Source: Concentration and Supplemental	Source: Concentration and Supplemental	Source: Concentration and Supplemental
Budget Reference: 1XXX, 3XXX	Budget Reference: 1XXX, 3XXX	Budget Reference: 1XXX, 3XXX

Goal 5 – Through grit, students will persist towards achieving their school, career, and life goals

New                       Modified                       Unchanged

## Goal 5

Through grit, students will persist towards achieving their school, career, and life goals

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Students who have previously dropped out of high school often have challenges with persistence and “grit”, and can benefit from skills in these areas.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate of long-term high school students	N/A	20%	30%	40%
School Attendance Rate	N/A	20%	30%	40%
Chronic Absenteeism Rate	N/A	85%	80%	75%

**Action 1** The position of a Resource Specialist will be hired to help students get resources to solve their problems, so they can finish their education.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Resource Specialist position	Resource Specialist position	Resource Specialist position

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: \$24,451	Amount: \$49,880	Amount: \$50,878
Source: Concentration and Supplemental	Source: Concentration and Supplemental	Source: Concentration and Supplemental
Budget Reference: 2XXX, 3XXX	Budget Reference: 2XXX, 3XXX	Budget Reference: 2XXX, 3XXX

Goal 6 – Students will learn in an environment that is safe and supportive of learning

New       Modified       Unchanged

## Goal 6

Students will learn in an environment that is safe and supportive of learning

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Students who have previously dropped out of school often have previously been suspended in school, and may have been in a school they did not consider safe and/or connected to.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate	N/A	0%	0%	0%
Expulsion Rate	N/A	0%	0%	0%
School Climate Rating	N/A	3	3.5	4



**Action 1** Staff will participate in professional development to learn methods of helping to have a supportive environment. This is often even more important for adult students, who previously left school due to negative experiences.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development for Student Support	Professional Development for Student Support	Professional Development for Student Support

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: \$4,061	Amount: \$4,366	Amount: \$14,383
Source: Concentration and Supplemental	Source: Concentration and Supplemental	Source: Concentration and Supplemental
Budget Reference: 5XXX	Budget Reference: 5XXX	Budget Reference: 5XXX

Goal 7 – Students will have available and participate in courses of study that support their careers and lives

New                       Modified                       Unchanged

## Goal 7

Students will have available and participate in courses of study that support their careers and lives, including Career Technical Education (CTE), Integrated Education and Training (IET)/Linked Learning, English Language Development (ELD), and/or Parenting.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL Courses Supportive of Adult Needs

Identified Need

Adult students need immediate career skills and the ability to be employable upon graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of CTE programs that lead to high-skill, high-wage, or high-demand occupations	N/A	100%	100%	100%
% of CTE programs that leads to an industry-recognized credential or certificate	N/A	60%	70%	80%
% of CTE programs that have an internship or other work-based learning opportunity	N/A	60%	70%	80%

Action 1 Equipment will be purchased for CTE courses to have them teach real-world skills, and not just pictures of these skills.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
CTE Equipment	CTE Equipment	CTE Equipment

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount \$28,250	Amount \$84,750	Amount \$139,838
Source Concentration and Supplemental	Source Concentration and Supplemental	Source Concentration and Supplemental
Budget Reference 4XXX	Budget Reference 4XXX	Budget Reference 4XXX

Goal 8 – Students will have positive outcomes within their classes

New
  Modified
  Unchanged

**Goal 8**

Students will have positive outcomes within their classes

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Students who previously dropped out of school often had poor grades

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall School GPA	N/A	2.0	2.5	3.0

**Action 1** The additional teachers being hired as part of the Action for Goal 4, will also serve this goal. The funding for this is accounted for completely in Goal 4.

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
See Goal 4, Action 1	See Goal 4, Action 1	See Goal 4, Action 1

**BUDGETED EXPENDITURES**

2018-19	2019-20	2020-21
Amount: See Goal 4, Action 1	Amount: See Goal 4, Action 1	Amount: See Goal 4, Action 1
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

## Appendix F – Facility Details

### 24<sup>th</sup> & Florin

NTT would like to lease the school site at 24<sup>th</sup> and Florin, which is the old “Florin Tech Center”. The facility is about six (6) acres in size, with a number of modular classrooms with restrooms and handicap ramps already installed. There is a main building and also several modular units that would have to be rehabilitated. Gardening and site cleanup would also have to be done.

SCUSD also has a number of inoperable vehicles parked at the site, several of which we could repair and use. The site is now also being used for employee parking for the ParaTransit operation next door. With some careful planning, the employee parking could be accommodated and still leave us room for classrooms and training. The large building at the front of the property could be used for school offices, student services, classrooms, etc. There is also upstairs storage and a large automotive/diesel shop at the rear with a number of auto lifts installed. All in all, this site could become a major adult education and training site in South Sacramento.....a win-win for all.

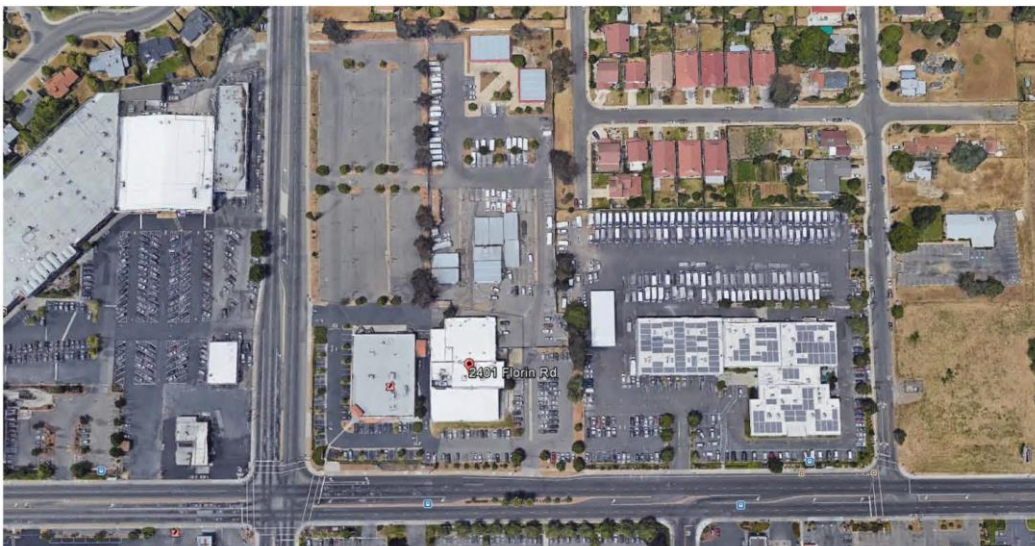
### *History of Usage*

SCUSD bought this site in 2003 from Paul Snyder the owner of the auto dealership that was on site. We taught Adult Education at the site for several years, then interest waned and for the last few years the site has been vacant.

### *Background and Statement of Need*

The South Sacramento area desperately needs high school dropout recovery, ESL/EDL, citizenship training, solid CTE job training and employment assistance. Some of the most important groups that need help are:

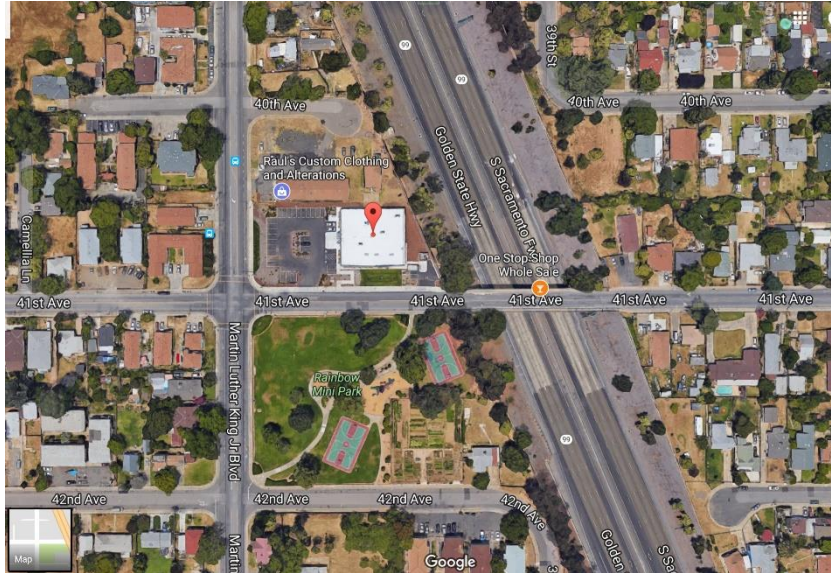
- Hmong and other Asians Hispanic
- Middle Eastern (Russian, Ukrainian) and Arab nations. Ex-offenders
- Single females and mothers
- Traditional and Non-Traditional CTE job training students (females, minorities).





Louise Perez Resource Center

NTT plans to have a facility use agreement with the Louise Perez Resource Center at 3821 41st Ave, Suite A, Sacramento, CA. This site will primarily have a few classrooms to help with adults needing English Language Development (ELD) (also known as ESL).



MSGR Kavanagh Center at St. Rose

NTT plans to have a facility use agreement with the St. Rose church at 5905 Franklin Blvd., Sacramento, CA 95823. This site has a commercial kitchen, which NTT plans to utilize for a culinary program, which will also help serve food to the homeless population.



## Appendix G – Board Roster and Biographies

### Larry Bowler, Board President

Mr. Bowler is a retired 30-year Lieutenant from the Sacramento Sheriff's Department, and also a retired three-term Assemblyman. While in the Assembly, he authored the welfare to work legislation, and continue to work tirelessly to improve job training programs.

### Ward Allen, Board Secretary

Ward started the first CTE Truck Driver Training Program at SCUSD in 1997, and it has continued ever since, offering solid job training to ex-offenders and others. In 2013, he and three others started Highlands Community Charter School.

### Ken Shoemake, Treasurer

Ken retired from a long and successful management career with the State of California, and is a successful local business owner.

### Delaine Eastin

Ms. Eastin is a retired classroom teacher, a retired Assemblywoman from the California Legislature, and the two-term California State Superintendent of Public Instruction. She is a passionate advocate for California's students, and believes that everyone in our state is entitled to a good education. NOTE: Ms. Eastin is currently a candidate for Governor of California. For that reason, she is on a temporary leave of absence from the NTT Board.



## Appendix H – Student Handbook

### Introduction to this Student Handbook

This handbook attempts to be a complete guide to attending NORCAL Trade & Tech (NTT). We have attempted to write this handbook in a manner that is understandable, while also fulfilling our legal requirements to provide you sufficient notice of our policies and procedures. Please note: Our school is organized primarily for adults. If you are a dependent minor, your parent will need to do any of the paperwork or procedures listed in this handbook.

### Student Enrollment Requirements

In California, charter schools are usually only for kids. But NORCAL Trade & Tech has an exemption to be able to serve adults, as long as they are served exclusively in partnership with the Workforce Innovation and Opportunities Act (WIOA), also known as WIA, per Education Code §§ 47612.1 and 47605.1(g).

Students must generally meet the following requirements to enroll:

- Be a California resident
- Have not previously earned a U.S. high school diploma (although GEDs are OK)
- Register at no cost for WIOA Title I services (we will show you how)
- Certify that they are immunized
- Complete an online enrollment form

### Programs and Courses

#### *Programs for English Learners*

NORCAL Trade & Tech offers an array of programs to help English Learners. We offer these programs both at an elementary level of education and at a high school level of education. Each of our programs have been designed to meet students' educational strengths and needs, develop their English proficiency, and meet academic standards in different ways, where the student has the choice about which type of program will help them out best. Students at all levels of English may take as many courses as they wish, as long as they meet the prerequisites for those classes.

#### Elementary Level English Language Development

Students not fluent in English who score 235 or below on the CASAS reading assessment or 227 or below on the CASAS listening assessment are encouraged to join an Elementary Level English Language Development (ELD) program, which will focus on learning English as a Second Language (ESL) as well as other elementary skills, including California History, U.S. History, Civics & Government, Math (with a focus on U.S. weights and measures), and Natural Science (including Health and Nutrition). Parenting and/or Career skills may also be taught in the ELD program.

#### Bilingual High School Completion

Our school offers Bilingual High School completion for students not fluent in English. Currently we only offer these program in Spanish, but if sufficient students who speak other languages request such a program we will work to provide it. These programs allow students to learn many of the academic subjects in their native language, while also learning English at the same time.

### High School with English Support

Our high school program offers support for English learners, where all our teachers are state qualified to work with English learners. In addition, we may offer specialized high school level English Language Development classes to bridge from the elementary level of English to the high school level.

### *General and CTE High School Programs*

Native English speakers, and sufficiently proficient non-native English speakers may enter into our High School program, which requires earning a sufficient number of credits (See Graduation Requirements) in general education academics or applied academics. Students who have already met the Career Technical Education requirement (which may also be fulfilled by credit in Art or a Foreign Language), may focus solely on these courses if they so choose.

NORCAL Trade & Tech is a California Public Charter School, recognized by the California Department of Education. Students graduating from NTT should be accepted in any California Community College, but may not necessarily be able to directly enter into a California State University (CSU) or University of California (UC), as the curriculum with NTT is not specifically “A to G”.

Students who score below 220 on either the CASAS Reading or Listening assessment will be required to take either English Language Development courses or remedial reading courses, which will not earn high school credit until they reach a sufficient level of reading and listening.

### *Transferring in Credits / Alternative Modes for Completing the Prescribed Course of Study*

NORCAL Trade & Tech complies with California Education Code § 51225.3(b), such that we have adopted alternative means for students to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. The following are specific alternative modes of earning high school credit towards a high school diploma.

### *Transferring Credits from a Public and/or Accredited High School*

NORCAL Trade & Tech will generally accept credits from any U.S. public high school or an accredited private school. If the legitimacy of a non-accredited school can be verified, in a case by case basis, credits may be accepted from non-accredited private schools.

### *Transferring Credits from a U.S. College or other Postsecondary Institution*

NORCAL Trade & Tech will generally accept credits from any accredited college or postsecondary vocational institution, following the precedence set in Title 5 Regulations § 1634, we will grant 10 high school credits for every 3 semester units, or for every 4.5 quarter units.

### *Transferring Credits from a Foreign Educational Institution*

Students who completed foreign education that is at an equal or greater level of rigor than U.S. education, may receive credit for this education based upon an evaluation conducted by NORCAL Trade & Tech, and be subject to approval by a coordinator, counselor, or other designee who will act as an evaluator.

### *Credit for other Formal Education at a High School Level*

Students who have completed education through other institutions, that is similar in nature to what a student might be offered as an elective course at a high school, may be granted elective credits based upon Title 5 § 1600(a)(2) of one high school credit for every 12 hours of education that can be verified. NORCAL Trade & Tech will generally accept Continuing Education Units (CEUs) directly as being equivalent to high school credits.

### *Credit for Work Experience*

NORCAL Trade & Tech recognizes that students learn career skills on the job. Based upon Education Code § 51225.3(b), NTT will grant 1 elective credit for every 40 hours of verified work, up to a maximum of 40 credits.

### *Credit for Military Experience*

NORCAL Trade & Tech recognizes the civic service of Present and Past Members of the Armed Services, and thus per Title 5 § 1634, NORCAL Trade & Tech will grant 5 credits of U.S. Government/Civics and 25 credits of Career Technical Education for the past completion of a basic or recruit training program with the Armed Forces of the United States. And 20 credits for any specialist or technical training program in the United States military services evidenced by certification of the U.S. Armed Forces Institute.

### *Credit for High School Equivalency/Proficiency Exams*

Per California Education Code § 51225.3(b), and the precedence set in Title 5 § 1634, our school will grant credit based upon the demonstration of competencies as demonstrated by the successful completion of a California recognized high school equivalency or proficiency exam:

Subject	Pre 2014 English GED	Pre 2014 Spanish or French GED	After 2014 English GED	After 2014 Spanish or French GED	English HiSET	Spanish HiSET	CHSPE
<b>English</b>	20	0	30	0	20	0	30
<b>Pre-Algebra or other Math</b>	10	10	10	10	10	10	10
<b>Algebra I or Higher</b>	0	0	5	5	5	5	10
<b>Biological / Life Science</b>	10	10	10	10	10	10	0
<b>Physical Science</b>	10	10	10	10	10	10	0
<b>World History</b>	5	5	0	0	5	5	0
<b>U.S. History</b>	10	10	10	10	10	10	0
<b>U.S. Government / Civics</b>	5	5	5	5	5	5	0
<b>Economics</b>	5	5	5	5	5	5	0
<b>Foreign Language (CTE/Elective)</b>	0	20	0	30	0	20	0
<b>Total</b>	<b>75</b>	<b>75</b>	<b>85</b>	<b>85</b>	<b>80</b>	<b>80</b>	<b>50</b>

### *Credit via Examination*

Students may “challenge” certain courses, by passing an examination. Any such examination will be based upon California adopted state standards.

## Excused Absences

By California Education Code § 49451 and Title 5 Regulations § 202, a student while infected with any contagious or infectious disease may not remain in any public school. Per guidelines from the Center for Disease Control if you have a fever over 100.4° Fahrenheit (38.0° Celsius), then you cannot come to school until 24 hours after you no longer have a fever and any signs of a fever (chills, feeling very warm, flushed appearance, or sweating), without the use of medicine.

Any absence due to illness (whether contagious or not), is considered an excused absence, and you will be allowed to complete any assignments and tests you missed, as long as they can reasonably be provided. Makeup tests may be different than those originally given to other students, at the discretion of the teacher. You will not be required to come to class outside of or in addition to your normal school hours to make up any of this work. These absences will not count against your satisfactory academic progress, nor count against any awards that are based upon attendance.

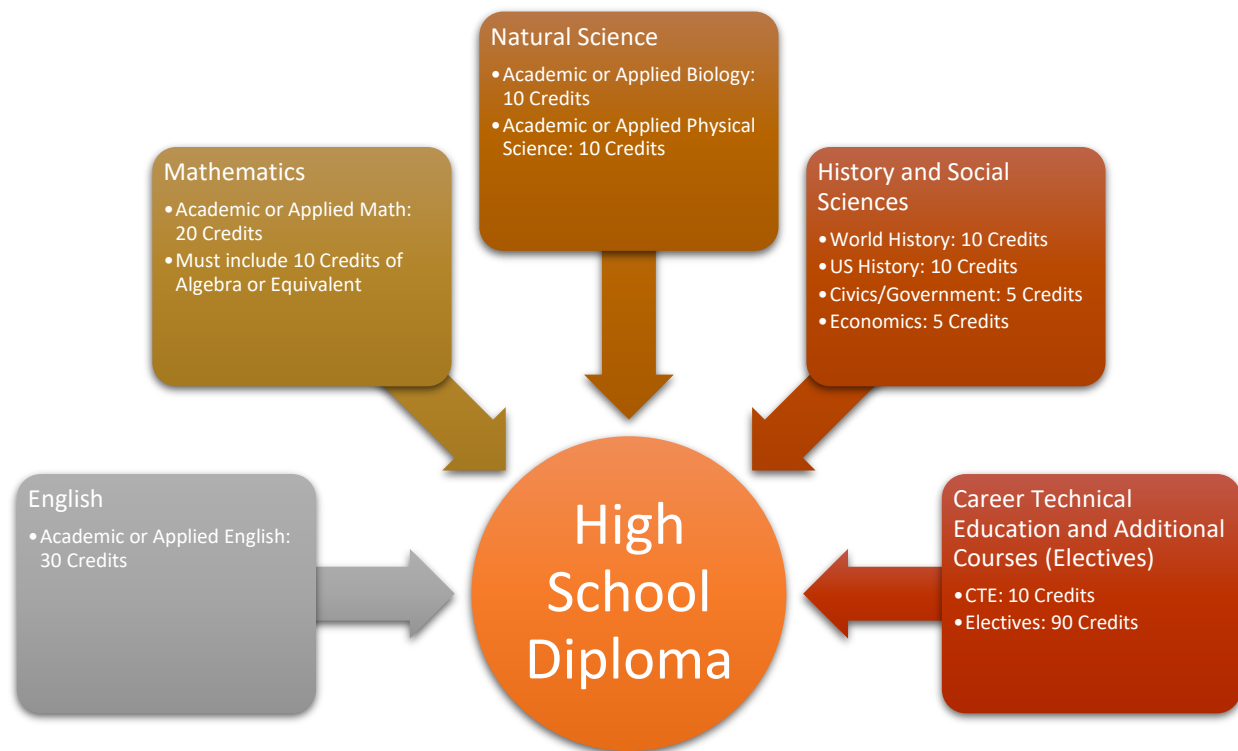
If you have had less than 10 excused absences for the year, you can verify these by providing a written note to the office or your teacher. Please include your name, the date(s) of the absence(s) and the reasons for the absences.

In addition, the following reasons for being absent are also considered excused:

- If your child is ill or has a medical appointment during school hours.
- Due to quarantine under the direction of a county or city health officer.
- For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- If you need to attend a funeral, so long as the absence is not more than 1 day if the service is in California and not more than 3 days if the service is outside California.
- For the purpose of jury duty in the manner provided for by law.
- If you are volunteering at an election polling station or serving as a member of a precinct board
- If you are spending time with a family member who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position.
- For other justifiable personal reasons, including, but not limited to, an appearance in court, observance of a holiday or ceremony of your religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization. If you are going to be absent for any of these reasons, please inform your teacher ahead of time.

## Earning a High School Diploma

For all students, the ultimate goal should be earning a High School Diploma or equivalent (See the next section about equivalencies). To earn a diploma, students must meet the California requirements. The following diagram gives a quick overview of the requirements, and the table below gives fuller details.



Subject Area	Credits	Notes
<b>English</b>	30	
<b>Pre-Algebra or other Math</b>	10	
<b>Algebra I or Higher</b>	10	
<b>Biological / Life Science</b>	10	
<b>Physical Science</b>	10	
<b>World History</b>	10	
<b>U.S. History</b>	10	
<b>U.S. Government / Civics</b>	5	
<b>Economics</b>	5	
<b>Career Technical Education</b>	10	Art and Foreign Language Credit are Acceptable
<b>Electives</b>	90	An elective can be any course at a high school rigor
<b>Total</b>	<b>200</b>	

## Alternatives to High School Graduation

While there are employers who value a high school diploma higher than other high school equivalencies, there are also situations where due to time constraints it may not be as feasible for a student to earn a full High School Diploma with our school. There are 3 equivalencies that NTT tends to recommend:

Test	Subject Areas	Languages	Testing Method
<b>CHSPE</b>	English, Math	English	Pencil & Paper
<b>HiSET</b>	Language Arts, Math, Science, Social Studies	English, Spanish	Pencil & Paper or Computerized
<b>GED</b>	Language Arts, Math, Science, Social Studies	English, Spanish, French	Computerized

### *Earning a California Certificate of Proficiency via the CHSPE*

By California Title 5 § 11523, all schools maintaining either or both of grades 11 and 12 are to distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE), in time sufficient to enable interested students to meet all examination registration requirements for the fall test of that year.

While you might not be aware of this alternative to a High School Diploma, by Education Code § 48412, passing the CHSPE (which should not be confused with the CAHSEE) and earning a Certificate of Proficiency is legally equivalent to a California High School Diploma. Unlike most other High School equivalency exams, the CHSPE has only 2 subject areas that it tests: English and math. You can find out more information about the CHSPE by going to [www.chspe.net](http://www.chspe.net)

### *Earning a California High School Equivalency Certificate via the HiSET*

The HiSET is a newer high school equivalency exam, and students who pass the exam may request a High School Equivalency Certificate from the California Department of Education, which is recognized by most employers. The HiSET is offered in both English and Spanish, and is generally considered as rigorous as previous versions of the GED. It is also offered in a pencil and paper format, so students who are not quick typists may have an easier time passing it.

### *Earning a GED*

The GED is the most well recognized alternative to a high school diploma. In 2014 the test was updated to become more rigorous, and was changed to being administered via computer through the Pearson VUE system. If you are interested in the GED, you can find more information at [www.ged.com](http://www.ged.com)

## Student Rights and Protections

We endeavor to have our school being safe for all students, which protects their rights and freedoms.

### *Options Other than NORCAL Trade & Tech*

Per California Education code § 47605(b)(5)(L), it is solely your choice as to whether to attend our school, and you have the option of attending other adult education, adult charter, and potentially college, instead of our school.

### *General Policy against Discrimination*

NORCAL Trade & Tech does not and will not discriminate against students, members of the public, staff or any other person or entity, based on personal history, age, race, sex, national origin, sexual orientation or any other reason (except where prohibited by law) for any purpose whatever including but not limited to; use of facilities, school admission or eligibility.

NORCAL Trade & Tech is committed in all areas to providing a school environment that is free from harassment. Harassment based upon an individual's sex, race, ethnicity, national origin, age, religion or any other legally protected characteristics will not be tolerated. All students are expected and required to abide by this policy. No person will be adversely affected as a result of bringing complaints of unlawful harassment.

### *Privacy Rights*

Federal and state laws grant certain privacy rights and rights or access to student records. The Principal will see that explanations and interpretations are provided if requested. School policies and procedures relating to types of records, kinds of information retained, persons responsible for maintaining student records, directory information, access by other persons review and to challenge the content of records is available through the Principal or his/her designee. The school collects student household income information as a requirement for receiving state funding, and in addition uses this information for aggregated demographic data, but will never share individual income information with other entities (unless legally compelled to do so from a warrant).

The school may make certain student directory information available in accordance with state and federal laws. This means that each student's name, birthday, birthplace, address, telephone number, major course of study, participation in school activities, dates of attendance, degrees and awards and the most previous public or private school of attendance may be released to certain specified agencies.

Directory information may not be provided to any private profit-making entity other than vendors, employers, prospective employers or to representatives of the news media. Names and addresses of graduating students may be given to public or private schools and colleges.

During the registration process, students may opt out of any data sharing, including directory information.



### *Special Education Services*

Children and young adults with disabilities have a right to a free appropriate public education, no matter what type, or how bad, the disability is. In California, disabled students between the ages of 3 and 22 may be eligible for special education and related services.

FAPE means special education and related services designed for a student's unique needs. The student's education must be designed to help the student to make progress in school. Special education must also be designed to help the student learn skills for independent living.

Special Education means teaching that is designed to meet a student's particular needs. Special education is free. The student may be taught in a regular classroom with typical children. Special education can also be provided in a separate classroom for all or part of the school day. Sometimes, the student is taught by a teacher who has been trained in special education. At times, the student can be taught at home, in a hospital, or in places like Juvenile Hall.

Related Services are things such as transportation to and from school, speech therapy, and occupational therapy. Other related services may also be necessary to help a student with disabilities access their education.

An Appropriate Education means that the student's education must be reasonably calculated to provide some educational benefit to the student. The United States Supreme Court stated this definition in a case called *Board of Education of the Hendrick Hudson Central District v. Rowley*.

All special education students must have an individualized education program. This Handbook uses the acronym "IEP" in place of individualized education program. An IEP is a document that contains many things about a student's education. An IEP is provided for the special education student's upcoming year. Some of the things in an IEP are: a list of how well the student is doing in school at the time; what the student's strengths and weaknesses are; what areas the student will work on in the upcoming year (called "goals"); what type of special education the student needs; what sort of classroom the student will be in; what type of related services the student will get; and what accommodations and modifications the student may need to be able to be successful at school. IEP's are discussed in more detail below.

### *Determining Eligibility for Special Education*

NTT determines if a student is eligible for special education using a process called "assessment" or "evaluation." These terms mean the same thing. The following may ask NTT to assess a student for special education: the student, student's parents, student's teachers or other school personnel, and doctors and other service providers.

An assessment includes many different parts. It may include written tests given to the student, reviews of the student's records, including past assessments that may have been done, and interviews with the student's teachers and parents. The assessment is done by school staff members or contracted specialist.

NTT will get written consent from a parent or adult student before assessing a student. NTT will send parents and/or students an assessment plan written in the parents' native language. The assessment plan will explain what areas are being assessed and how the assessment will be done.

The assessment methods used by NTT attempt to be fair, accurate, appropriate for the student, and free of racial, ethnic, cultural, or sexual bias. If a student's native language is not English, or if the



student does not communicate in English, then the portion of the assessment directly involving the student must be in his or her primary language or mode of communication.

NTT will assess the student in all areas of suspected disability that might affect the student's ability to benefit from his or her education. No single testing or assessment procedure will be the only means of making a decision about whether a student is eligible for special education.

The people who do the assessment will make a written report of all parts of their assessment. NTT will then schedule a meeting with the student's parents or adult student to discuss the assessments. NTT will make sure that the student's parents or adult student will have a copy of all the assessment reports no later than the time of this meeting. Either the people who did the assessments or other school staff who are knowledgeable about the particular assessment will also go to the meeting to discuss the assessment and the assessment report. The purpose of this meeting is to determine, based on the assessment results, if the student is eligible for special education. NTT will provide an interpreter to attend the meeting if parents or students need that service.

If a student is found eligible for special education, the student will generally be given a new assessment at least every three years. The same rules that apply to the student's first assessment apply to reassessments.

If parents disagree with NTT's assessments, parents may ask NTT to pay for an independent educational evaluation. If NTT does not want to pay for an independent educational evaluation, NTT will explain its reasons for refusing to provide the independent educational evaluation to parents in writing.

Some of the considerations in writing the IEP will include:

- Formal and informal assessments;
- The impact of the student's disability on academics and social skills;
- Student's goals and current level of performance;
- Related services needed to assist the student to benefit from the student's education;
- Accommodations for the student in and out of the classroom;
- Modifications to the curriculum or specialized instruction to assist the student to benefit from the student's education; and
- The types of placement that might be appropriate to meet the student's needs.

Parents and/or students who qualify for special education will be provided additional information about how the IEP will be conducted.

### *Accommodations for Disabled or Impaired Students*

By the Rehabilitation Act of 1973, any student of any age who has a qualifying mental or physical impairment has the right to receive reasonable accommodations to assist in the learning process. Depending upon the nature of the impairment, accommodations may include additional time for assignments and assessments, a modified schedule, distance learning or independent study, modifications to curriculum, the ability to get additional help, and/or other accommodations.

### *What are some types of impairments that qualify?*

The following are common types of impairments that students would qualify for a “504 Plan”, if they substantially limit one or more major life activity, such as reading, concentrating, thinking, or communicating:

- Emotional Impairments
  - Anger Disorders
  - Post-Traumatic Stress Disorder
  - Attention-Deficit / Hyperactivity Disorder (ADHD)
- Mental Illness
  - Depression
  - Bi-Polar
  - Schizophrenia
- Learning Disabilities
  - Dyslexia
  - Dyscalculia
  - Dysgraphia
  - Dyspraxia
- Neurological Conditions
  - Conditions resulting from Strokes
  - Conditions resulting from Traumatic Brain Injuries
- Physical Impairments
  - Physical impairment from pregnancy (Although pregnancy itself is not a disability)
  - Hearing or vision impairments

### *How do I Receive Accommodations?*

Generally there must be at least two sources that demonstrates a student has a mental impairment that limits a major life activity, and that an accommodation would be appropriate for the student to have. It is preferred that one of these be from an “official” source, such as a medical doctor, psychologist, etc. Often another source provided will often be a teacher or school counselor’s recommendation. Since the student is an adult, they should also provide a statement that they believe they have an impairment that substantially limits a life activity, and that an accommodation in the classroom would benefit them.

### *Notice of Rights*

The Rehabilitation Act of 1973, commonly known as “Section 504” (§504), is a federal law passed by the United States Congress with the purpose of prohibiting discrimination on the basis of disability against persons with disabilities who may participate in, or receive benefits from,

programs receiving federal financial assistance. In the school setting §504 applies to ensure that eligible students with disabilities are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under §504, a student is considered “disabled” if he or she has a physical or mental impairment that substantially limits one or more of their major life activities, such as learning, walking, seeing, hearing, breathing, working, caring for oneself, eating, sleeping, standing, lifting, bending, speaking, reading, concentrating, thinking, communicating, performing manual tasks and operation of a major bodily function. The operation of a major bodily function includes the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, or reproductive functions. Section 504 disability discrimination protections also apply to students with a record of having a substantially limiting impairment, or who are regarded as being disabled even if they are truly not disabled. Students who have a physical or mental impairment that substantially limits one or more major life activities may be entitled to receive accommodations and/or services under §504, even if they do not qualify for, or receive, special education services.

The purpose of this Notice is to inform students of the rights granted to them under §504. The federal regulations that implement §504 are found at Title 34, Part 104 of the Code of Federal Regulations (CFR). They include the following rights:

1. You have a right to be informed about your rights under §504. [34 CFR 104.32]. The public school that you attend must provide you with written notice of your rights under §504 (this document represents written notice of rights as required under §504). If you need further explanation or clarification of any of the rights described in this notice, please contact the 504 Coordinator for the school that you are attending.
2. You have the right to an appropriate education designed to your individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
3. You have the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33. But by law, if you are a student over the age of 21, you are not entitled to special education services, but are entitled to all reasonable accommodations.
4. You have a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to your needs. 34 CFR 104.34.
5. You have a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. You have a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
7. You have the right to not consent to the school system’s request to evaluate yourself. 34 CFR 104.35.
8. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

9. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and your recommendations. 34 CFR 104.35.
10. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about yourself, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
11. If you are eligible under Section 504, you have a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
12. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of yourself. 34 CFR 104.36.
13. You have the right to examine your educational records. 34 CFR 104.36.
14. You have the right to an impartial hearing with respect to the school system's actions regarding your identification, evaluation, or educational placement, with opportunity for student participation in the hearing and representation by an attorney. 34 CFR 104.36.
15. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
16. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
17. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

#### *Right to Educational Content*

Per Assembly Bill 1012 and Education Code § 51228.1, other than under very specific circumstances, a school shall not assign a student enrolled in grades 9 to 12, to any course period without educational content. NORCAL Trade & Tech does not assign students to classes that do not contain educational content.

#### *Opting Out of Standardized Testing and Assessments*

Per California Education Code § 60615 and Title 5 Regulations § 852, as an adult student, you may request in writing to excuse yourself from any or all parts of standardized testing or assessment with NORCAL Trade & Tech, such as the CASAS or the CASPP. If you wish to opt out of standardized testing, you may request a form to sign, although letters or other signed documents are acceptable. (Students may not opt out of taking tests that are required for specific classes.)

Our school may neither solicit, nor encourage, nor discourage you from requesting this opt-out. Any tests you may have taken prior to making the written request will still be scored, and used in any appropriate and legal manner by the school, but no further ones will.

### *Uniform Complaint / Grievance Process*

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees, and our Local Control and Accountability Plan (LCAP).

This document presents information about how NORCAL Trade & Tech processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, NORCAL Trade & Tech shall assist the complainant in the filing of the complaint.

Programs or activities in which NORCAL Trade & Tech receives state or federal funding include:

- Consolidated Categorical Aid Programs
- Special Education Programs
- Career Technical Education
- Local Control Funding Formula and Local Control Accountability Plans

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay

fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

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

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

#### [The responsibilities of NORCAL Trade & Tech](#)

NORCAL Trade & Tech has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to and/or allegations about discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if NORCAL Trade & Tech finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by NORCAL Trade & Tech to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our Board of Directors for approval and adoption.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is: the School Principal.

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with the Principal.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all groups listed above each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by the Principal or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. The Principal shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees and/or an LCAP complaint we shall provide a remedy to all affected pupils, parents, and guardians that, in the case of pupil fees, includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

We submitted our UCP policies and procedures to our local governing board for approval and adoption.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

#### [Filing a complaint with NORCAL Trade & Tech](#)

Any individual, public agency or organization may file a written complaint with Principal or his or her designee alleging a matter which, if true, would constitute a violation by our school of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal of the school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information.



Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by NORCAL Trade & Tech to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

## Appendix I – Adult-Serving Charter School Legal Information

This Appendix contains reports, originally by the Adult Charter School Knowledge Center



# Adult Charter School Knowledge Center

[www.AdultCharters.org](http://www.AdultCharters.org)

• [Info@AdultCharters.org](mailto:Info@AdultCharters.org)

## The Legal Validity and Constitutional Necessity for California Adult-Serving Charter Schools

### Background

There have been those who have said that California adult-serving charter schools use a “loophole” in the law, and question their K-12 funding.

But the Legislature specifically allowed exemptions to serve adults in charter schools in California Education Code § 47612.1, and this exemption is compatible with providing adults equal protection under the law to receive their right to a K-12 education.

### Research

#### California’s Legal Right to Education

As early as 1874, the California Supreme Court held that education was “a right—a legal right—as distinctively so as the vested right in property owned is a legal right, and as such it is protected, and entitled to be protected by all the guarantees by which other legal rights are protected and secured to the possessor”<sup>2</sup>

And in *Slayton v. Pomona Unified School District* the 2<sup>nd</sup> Appellate District Court of Appeals explained that “California has extended the *right* to an education by virtue of two constitutional provisions, one calling for legislative encouragement of education (Cal. Const., art. IX, § 1) and the other requiring the Legislature to create a system of “free schools” in each district of the state (Cal. Const., art. IX, § 5).”<sup>3</sup>

Section 1 of California Constitution Article IX states: “A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement.”

And Section 5 of Article IX says: “The Legislature shall provide for a system of common schools by which a free school shall be kept up and supported in each district at least six months in every year, after the first year in which a school has been established.”

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<sup>2</sup> Ward v. Flood, 48 Cal. 36, (1874).

<sup>3</sup> Slayton v. Pomona Unified School Dist., 161 Cal. App. 3d 538 (1984).

### Should One Lose a Right with Age?

While nearly every case which revolved around California's legal right to education has focused on children, should one suddenly lose their right to an education, because they have become an adult? The U.S. Supreme Court has generally ruled, that age does not preclude one to equal protection under the law. For example, minors as well as adults should receive due process.

Further in *Levi vs. O'Connell*, the Third District California Court of Appeal, it was determined that age was not the determining factor for one having a Right to Education, but that the Right to Education was about the level of education, specifically that it extended only to K-12 education<sup>4</sup>.

But of course, age is commonly used in law. We can vote at age 18, we can drink alcohol at age 21 (for better or for worse). And this is appropriate, when age is a proxy for some other characteristic that cannot easily be measured, such as maturity level. But is age any type of appropriate proxy for denial of a right?

When it comes to the Equal Protection Clause, the courts have rightly ruled that age is not a suspect classification<sup>5</sup>, and thus equal protection claims based on age discrimination are valid only when there is no rational basis for that discrimination<sup>6</sup>. One might claim, that there is a rational basis for denying adults a right to education because of the additional cost burden to the state, but the courts have generally thrown out the cost argument when it comes to the right to at least receiving education at a minimal level.

Sections 1 and 5 of Article IX do not discuss age, and some might assume that the discussion at the time was only about children. But the San Francisco Board of Education formed the first public adult school in 1856, which included adult literacy, and was tuition free<sup>7</sup>. Thus, surely this was known of when the current California Constitution was adopted in 1879, which set forth most of the California education system we know of today. Further, Education Code clearly shows that the basic education of adults is included in the "system of common schools" when it states: "The secondary schools of the state are designated as high schools, technical schools, and adult schools." [EC § 52]

Further, the original rationale for providing a legal right to education in Section 1 is that: "A general diffusion of knowledge and intelligence [is] essential to the preservation of the rights and liberties of the people" This does not change with age, and as one gains additional legal rights such as the right to vote as an adult, it can be argued that it is more critical for adults to gain an appropriate general diffusion of knowledge and intelligence to support the preservation of the rights and liberties of the people.

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<sup>4</sup> *Levi v. O'Connell*, 50 Cal. Rptr. 3d 691 (2006).

<sup>5</sup> *Camacho v. Puerto Rico Ports Authority*, 369 F. 3d 570 (2004).

<sup>6</sup> *Christie v. Marston*, 451 F. Supp. 1142 (1978).

<sup>7</sup> CALIFORNIA ADULT EDUCATION: ONE HUNDRED FIFTY YEARS, (2005), <http://www.caadultedhistory.org/video> (last visited Oct 21, 2016).

### *Conclusion*

California has a long history of supporting a legal right to K-12 education, and extending this right to adults in the form of public adult education. To not also allow adults to have access to the benefits of independent charter schools, including a charter school's ability to more nimbly focus on the needs of their clientele, would be a potential issue of equal protection under the law, given that there does not seem to be a rational distinction between an adult's need for K-12 education versus that of a child; and in fact, there are good arguments that adults need this even more than kids, and the public good is greater.

But, this is not to say that education code and programs for adult-serving charter schools need to be identical as those for children. Education Code § 47612.1 rightly allows adult-serving charter schools only when they focus on career training in partnership with an appropriate Federal or State program.

Thus, while one can make an argument that laws and regulations about California adult-serving charter schools could be improved, it is hard to make a legitimate case that adult charter schools should not exist.

## Complying with the Exclusive Partnership Clause for Exemptions in California Education Code

### *Background*

California Education Code allows exemptions to age [EC § 47612.1] and jurisdictional [EC § 47605.1(g)] limitations to charter schools that “provides instruction exclusively in partnership” with any of the following:

- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).
- (2) Federally affiliated Youth Build programs.
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Section 14406 or 14507.5 of the Public Resources Code.

This paper discusses research about how a school can provide “instruction exclusively in partnership” in order to meet the requirements of these exemptions. Although, it should be recognized that recent court cases have overturned charter rules that were once considered well-accepted by nearly all parties, and there is no guarantee that this will not happen with these exemptions.

### *Research*

California Code of Regulations Title 5 §11960(c)(2) gives more clarity about what “provides instruction exclusively in partnership” means in terms of Education Code § 47612.1 for age limitations. And, given that the language is nearly identical for Education Code § 47605.1(g), it would seem reasonable that these would be the same for jurisdictional limitations; even though at the moment there are no Title 5 regulations about Education Code § 47605.1(g).

### *Requirement for a Formal Exclusive Partnership Agreement*

Title 5 §11960(c)(2) requires a formal “exclusive partnership agreement” between the “the charter school and one or more of the programs”, which would include WIOA, Youth Build, Job Corps, or the California Conservation Corps.

### *Requirements of the Exclusive Partnership*

For the age exemption, the charter school may have the partnership agreement either cover the entire school or only certain programs of the school. For the jurisdictional exemption, the entire school must be covered by the partnership agreement.

Title 5 §11960(c)(2) also gives clarity to what “provides instruction exclusively in partnership” means, when it states that the school or program (in the case of the age exemption only) is “exclusively dedicated to pupils who are also participating in one of the programs” Thus, as long as the students are participating in either WIOA, Youth Build, Job Corps, or The California Conservation Corps, under the terms of the exclusive partnership agreement, then the exemptions should apply.

This interpretation seems to also be the courts' interpretation, where in *Grossmont Union High School District v. Julian Union Elementary School District*, the judge said the following "correctly states the law":

*The word "instruction" is modified by the word "exclusively" requiring the provision of instruction to occur via partnership between a charter school and one or more of the enumerated options in section 47605.1, subd. (g)(1-5). [...] What is deemed critical in section 47605.1, subdivision (g) is the type of instruction provided, not the status of the students. In the instant case, all instruction must be provided "in partnership" with WIOA providers, i.e. pursuant to some formal relationship by which the respective parties have allocated their rights, duties and responsibilities.*

Although, in that particular case, the judgement was ruled against Diego Valley, because it "ignores the facts that clearly indicate that section 47605.1(g)(1) does not apply." Which seems to be because not all of its students were receiving WIOA services, as is required for the jurisdictional exemption.

It should also be noted, that the "exclusivity" is only for the charter school, and not for the WIOA, Youth Build, Job Corps, or Conservation Corps program that is being partnered with; as those programs may have partnership agreements with any number of charter schools. Further, the charter school can have multiple partnership agreements. What is "exclusive", is that no student can attend the charter school (or for the age exemption, a particular program) without being enrolled in a WIOA, Youth Build, Job Corps, or California Conservation Corps program under the terms of an exclusive partnership agreement.

#### [Looking to Adult Education for Best WIOA Title I Practices](#)

While Title 5 regulations and court cases have defined the general practice of how an exclusive partnership should work, it doesn't give many guidelines about what this partnership should look like. Nor does the CDE provide information about this on their website in terms of charter schools.

But, for WIOA partnership, the CDE provides "Suggestions for Successful Partnerships"<sup>8</sup> for California Adult Schools and WIOA Title I programs. And given that at least for adult-serving charter schools, there are many similarities with them and California Adult Schools; it would seem reasonable for charter schools to have similar types of partnerships.

The following tables list the suggested best practices, as reinterpreted for a charter school, and an American Job Center (previously known as One Stop Centers). It should be noted that these are not legally required, and only suggested. As such, a charter school doesn't need to have all of these components in their partnerships (or necessarily any of them). But the credibility of the partnership is increased the more components there are:

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<sup>8</sup> Cliff Moss, SUGGESTIONS FOR SUCCESSFUL PARTNERSHIPS CA DEPT OF EDUCATION (2017), <http://www.cde.ca.gov/sp/ae/ir/suggestions.asp> (last visited Sep 9, 2017).

<b>Basics of Good Partnerships</b>	<b>Responsible Partner</b>
Description of charter school services and programs are included in career services materials at Job Center service delivery points. Materials are updated regularly and reflect changes in available services. Job Center staff assures distribution of materials.	Charter School and the Job Center
Computer kiosks at the Job Center include links to charter school Internet sites when available.	Job Center Information Technology Staff
The charter school provides an orientation to Job Center staff regarding programs.	Charter School
Job Center descriptions of services include charter school programs.	Job Center
Job Center staff refers participants to charter school for programs.	Job Center Case Managers
Charter school staff refers students to Job Center for career services.	Charter Counselors & Staff
Charter staff refers students to Job Center partners (unemployment Insurance, vocational rehabilitation, county social services, etc.)	Charter Counselors

<b>Suggested Best Practices</b>	<b>Responsible Partner</b>
The charter school and the Local Work Investment Board (LWIB) develop and sign a Memorandum of Understanding (MOU) covering academic and, when available, vocational programs. The MOU delineates roles and responsibilities and establishes measurable outcomes and deliverables.	LWIB and Charter School
The charter school and Job Center staff meet regularly (no less than once per quarter) to keep lines of communication open.	Staff of both the charter school and Job Center
Job Center partners (Vocational Rehabilitation, Unemployment, etc.) and support service providers (behavioral health, child care, etc.) refer participants to charter school when appropriate.	Job Center and Support Agency Counselors or Case Managers
Charter school vocational programs submit applications to be listed on the WIOA Eligible Training Provider List (ETPL). Charter school, Job Center operator, and local board explore solutions to ETPL barriers.	Charter school and LWIB
Charter school staff is co-located at the Job Center sites and Job Center staff is co-located at local charter school sites.	Job Center operator
Classes are co-located at the Job Center when space is available and enrollment is sufficient to be cost-effective for the charter school	Job Center and Charter School

**Note:** There is also a table of “Emerging Practices” which focuses on WIOA Title II participants. If a charter school is also receiving WIOA Title II funding, it is recommended they review that table also.

### Program Participation Requirement in Admissions Policy

Given that the law allows an entire charter school to serve students exclusively in partnership with WIOA, Youth Build, Job Corps, and/or the California Conservation Corps, and that this must be done under the terms of an exclusive partnership agreement, then it is clear that charter school admissions requirements must include participation in one of these programs under the terms of such agreement. And if a student does not meet the terms of that agreement, then they cannot legally be admitted to the school, or if they break the term of the agreement after enrollment, that they must be disenrolled from the school for no longer meeting the terms of the agreement.

### Self-Certification of Students in Programs that Require a Social Security Number

In the Case of *Plyler v. Doe* the U.S. Supreme Court ruled that it is unconstitutional under the 14<sup>th</sup> Amendment for a state to make a law that denies undocumented students from K-12 education. Although this ruling was about children, regulators have generally interpreted it for all K-12 education, which would include adult-serving charter schools. For instance, in a Joint "Dear Colleague" Letter Regarding Civil Rights Laws and Plyler<sup>9</sup> from three federal government agencies it states:

*To comply with these Federal civil rights laws, as well as the mandates of the Supreme Court, you must ensure that you do not discriminate on the basis of race, color, or national origin, and that students are not barred from enrolling in public schools at the elementary and secondary level on the basis of their own citizenship or immigration status or that of their parents or guardians.*

And a more recent letter from California State Superintendent of Public Instruction, Tom Torlakson<sup>10</sup>, states that “Since LEAs do have wide discretion in what records they use, I strongly recommend that they do not collect or maintain documents related to immigration status.”

But, this leads to a problem, because for some of the federal programs that a charter school can partner with to gain the exemption, there may be a requirement for a Social Security Number, or some other evidence of the authorization to work. For example, with WIOA Title I, there is universal access to its career services, such that an adult age 18 or older does not need to meet any qualifying characteristics<sup>11</sup>, but the standard way of documenting someone’s participation is for them to sign up for CalJOBS. But signing up for CalJOBS requires a Social Security Number or other number that shows that a student has the authorization to work.

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<sup>9</sup> Russlynn Ali, Charles P. Rose & Thomas E. Perez, JOINT “DEAR COLLEAGUE” LETTER REGARDING CIVIL RIGHTS LAWS AND PLYLER (2011), <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201101.html> (last visited Feb 27, 2017).

<sup>10</sup> Tom Torlakson, PUBLIC SCHOOLS REMAIN SAFE HAVENS (2016), <http://www.cde.ca.gov/nr/el/le/yr16ltr1221.asp> (last visited Feb 28, 2017).

<sup>11</sup> DAVID H. BRADLEY, THE WORKFORCE INNOVATION AND OPPORTUNITY ACT AND THE ONE-STOP DELIVERY SYSTEM (2015), <https://fas.org/sgp/crs/misc/R44252.pdf> (last visited Sep 10, 2017).



In order to not unconstitutionally discriminate against undocumented immigrants, for federal programs that require a Social Security Number, it is recommended that all students self-certify that they have participated in such a program or are exempt by Plyer v. Doe, and that this record of self-certification is kept in the student's file. (It is recommended that this self-certification does not ask them which category they are in, as it would potentially "out" undocumented students, against the recommendations of CDE)

### *Conclusion*

The California Legislature clearly desired that charter schools who serve students in partnership with WIOA, Youth Build, Job Corps, or the California Conservation Corps be given more legal latitude, as such partnerships exempts the school from both age and jurisdictional limitations.

To have such exemptions, charter schools must have a formal exclusive partnership agreement, and in the case of the jurisdictional exemption, all students of the charter school must participate in terms of that exclusive partnership agreement; including participation in the non-charter program. But, for federal programs, if a Social Security Number or other authorization to work is required, then it is appropriate for a charter school to allow students to self-certify that they are participating in the program or are exempt.

Further, the partnerships should be something that adds value to the student as well as integrate services between the charter school and its partner, as to not just be used as a "loophole" in the law. For WIOA Title I programs, following the model that Adult Education partnerships have is appropriate and provides greater legitimacy to the partnership.

### *Background*

In California, adult-serving charter schools work under a K-12 model, and as such are required to assign a grade level to students. Further, the California Department of Education recognizes that adults can be in grade levels K through 12<sup>12</sup>.

The grade level assigned to students have several impacts, including but not limited to the following:

1. How much apportionment funding a school receives for the students
2. How many required annual minutes of instruction the school must provide to students
3. What standardized tests the students must take
4. What educational content standards are applicable to the students

While for children, grade levels and age naturally relate to each other, this is not so for adults. Children of a certain age generally have substantially the same scholastic attainment as other children of the same age range. And further, for social reasons, it is rare for a student to be in a significantly lower grade than other students of the same age. But for adults, students may vary widely in scholastic attainment. An adult who dropped out of high school might be at an 11<sup>th</sup> grade English level, while only at a 5<sup>th</sup> grade math level. Or in the case of an immigrant student, who was well educated in their country of origin, they may be at a 1<sup>st</sup> level grade of English, while being at an 11<sup>th</sup> grade level of mathematics.

Adults also have other significant differences from children. Their context of the world is different, and as such how they should be assessed for knowledge needs to be different. For instance, it is quite appropriate to have a 1<sup>st</sup> grade math assessment for children talk about the number of toys that a student has, while this is not as appropriate for a 50-year old. Further, when standardized test results from a school are included in district results and state-wide results for K-12, it is not appropriate to have adults included in this K-12 data, because the public and the U.S. government is not wanting adult data, they want the data for kids. It makes the most sense then for adults in an adult-serving charter school to take assessments that were designed for adults, and further to have these be ones that are standardized for adult education, so that an “apples to apples” comparison can occur. In California, this is accomplished with the CASAS (Comprehensive Adult Student Assessment Systems) assessments.

Adults also generally wish to have the schedule of classes work around their lives, and usually prefer a shorter school day to longer day. Given that the number of minutes of instruction are determined by grade level, this also impacts which grade levels are best for adult student needs.

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<sup>12</sup> Data Reporting Office, UNGRADED SECONDARY (GRADES NINE THROUGH TWELVE) GLOSSARY OF TERMS - STUDENT & SCHOOL DATA REPORTS (2017), <http://www.cde.ca.gov/ds/sd/cb/glossary.asp#u> (last visited Oct 3, 2017).

## Research

### California Department of Education's Recognition of Adults in Grade Levels

The California Department of Education (CDE) recognizes that it is legitimate to have “adults in a kindergarten through grade twelve program”, and that except in the potential case of special education students, these students are not in an “ungraded secondary” program<sup>13</sup>. But there is still a question of which grade levels students should be placed in.

### What is a Grade Level?

Neither California Education Code nor Title 5 Regulations defines what a “grade level” is. So, to understand how the term applied to adult students, it is useful to look to both the original meaning of the term when California laws were first being written about grade levels, and contemporary meanings of the word that might be considered by current legislatures.

California first used the term “grades” in law during its second Session of the Legislature in 1851<sup>14</sup>, in which it established the office of the Superintendent of Public Instruction, and that one of the duties of this office was to have an annual report to the legislature of the “number and grade of Schools in each county”. At this time the legislature did not define what a “grade” was, so it is reasonable to see how this term was defined at the time, and one such definition from that time period comes from C.B. Thomas in 1881:

*A "grade" is simply a group of children having substantially the same scholastic attainment, capable of pursuing, profitably, the same branches of study; a "graded system" is an orderly arrangement of all such "groups" for convenience of instruction.*<sup>15</sup>

In the early 20<sup>th</sup> century, this concept of a grade being primarily about ability was still the norm, where the Cyclopedia of Education<sup>16</sup> has a thorough entry about “Grading and Promotion” in which the article starts with “As school systems become organized, the necessity of teaching children in groups composed of those of substantially equal attainments produces the graded system or graded school.” This again shows the importance that equal ability plays into grade levels. The article goes at length about how it is important to have grades that are homogenous in respect to the students’ current level of attainment, and also discusses the fact that students “not only differ among themselves as regards attainments in general, but also vary largely according to the particular type of attainment considered”

In the 20<sup>th</sup> century there was a shift in terminology, where “grade” started to also mean “marks” that students received, and thus “grade level” became the preferred manner to refer to what level a group of students were at. With social promotion becoming more common, grade levels also

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<sup>13</sup> *Id.*

<sup>14</sup> THE STATUTES OF CALIFORNIA PASSED AT THE SECOND SESSION OF THE LEGISLATURE, (1851), <http://clerk.assembly.ca.gov/sites/clerk.assembly.ca.gov/files/archive/Statutes/1851/1851.pdf>.

<sup>15</sup> VARNUM B. COCHRAN, FORTY-FIFTH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF MICHIGAN WITH ACCOMPANYING DOCUMENTS FOR THE YEAR 1881 (1882), <http://books.google.com/books?id=kVYNAQAAIAAJ>.

<sup>16</sup> A CYCLOPEDIA OF EDUCATION, 3 196 (Paul Monroe ed., 1911), <http://archive.org/details/cyclopediaseducat03monr> (last visited Dec 28, 2016).

became more and more wedded to the age of students. But even today, contemporary definitions of “grade” still include the notion that having similar levels of attainment is important, for instance the Oxford English Dictionary includes the following definition of a “grade”: “those pupils in a school or school system who are grouped by age or ability for teaching at a particular level for a year”<sup>17</sup> And the Cambridge English Dictionary has the definition: “a school class or group of classes in which all the children are of a similar age or ability.”<sup>18</sup>

Thus, for adults looking to student competency as a manner to do grade placement seems reasonable.

#### Grouping Students for English Language Development for Kids vs Adults

Children who are learning English as a second language (ESL) have a similar problem of having a competency of English at a lower level, and other competencies generally at a higher level. For kids, California schools have generally used the solution of placing kids in a grade level corresponding to their age, and then having them go through English Language Development courses as well as assimilation to improve their English level. Although, it is not clear that this is the best model, as some states have been experimenting with having English learners all together in a single school, and are having good results<sup>19</sup>.

But there are some good reasons to have kids who are English learners placed in their grade level by age, and then work to get them caught up. First, social interaction with kids of the same age is important to the development of children, and second the plasticity of the brain as a child is better at learning a foreign language than it is as an adult. (Although adults have different advantages in learning new content)

These reasons do not apply to adult learners, and thus Adult Schools have always had a model where ESL students are grouped together, and focus primarily on learning English before they move forward to learning other academic skills as part of Adult Basic Education (ABE) and Adult Secondary Education (ASE). This too may not be a perfect system, but it is the traditional way California Adult Schools operate and group students.

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<sup>17</sup> grade, OXFORD DICTIONARIES | ENGLISH, <https://en.oxforddictionaries.com/definition/grade> (last visited Dec 22, 2016).

<sup>18</sup> grade, CAMBRIDGE ENGLISH DICTIONARY, <http://dictionary.cambridge.org/us/dictionary/english/grade> (last visited Dec 22, 2016).

<sup>19</sup> Suzanne Pekow, A PUBLIC SCHOOL THAT’S JUST FOR IMMIGRANTS EDUCATE (2017), <http://www.apmreports.org/story/2017/05/02/a-public-school-just-for-immigrants> (last visited Sep 9, 2017).

## Grade Placement

In the CALPADS Frequently Asked Questions<sup>20</sup>, under the section about Pupil Promotion/Grade Placement, it has the following question and answer:

*Are high school students promoted based on the number of credits earned, or are high school students socially promoted (i.e., promoted based on age)?*

*Pupil promotion/grade placement is a local decision based on local policies. The Education Code does not define how or when a school district promotes students. The Education Code states:*

*The governing board of each school district and each county superintendent shall adopt policies regarding pupil promotion and retention. – Education Code 48070*

*Here is some guidance in this regard: Local school districts should consider a variety of things when making such a decision, including students' participation in statewide assessments and participation in programs that have grade restrictions. These should be policies that are applied to all students equitably, and such policies should not merely address this issue on a case-by-case basis.*

This is the only page on CDE's website that specifically addresses how a school should do grade placement. (As determined through a Google search for *site:cde.ca.gov "grade placement"*) and "Grade placement" does not appear in neither California Education Code nor Title 5 Regulations.

## Looking to Rules about Pupil Promotion

At the end of the question about Grade Placement, it is suggested to also look at the "FAQs Pupil Promotion & Retention"<sup>21</sup>. Because kids are rarely "placed" in a grade in school, other than by their age, but there is a yearly decision about whether a student will be promoted to the next grade, then looking to rules about Pupil Promotion to use as a model for the rules about grade placement seems reasonable.

And in the Pupil Promotion and Retention FAQ, several questions demonstrate that the policy about how grade level placement (in this case promotion or retention) rests solely with the school's governing board. For instance, when the FAQ answers questions "I was told that the district is required to use the 40th percentile on a norm-referenced test as part of its measures for promotion and retention." And the answer given is "The EC does not set a minimum level on **any local test** for promotion or retention purposes." (bolded words from the original source)

And, in answering: "May a school retain or promote a student without parent or guardian approval?" the answer is "Yes, a school can retain or promote a student without parent or guardian

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<sup>20</sup> CALPADS Frequently Asked Questions, ,  
<http://www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp#genpupil1> (last visited Sep 9, 2017).

<sup>21</sup> CA Dept of Education, FAQs PUPIL PROMOTION & RETENTION (2017),  
<http://www.cde.ca.gov/re/lr/pr/faqppr.asp> (last visited Sep 9, 2017).

approval. However, the district [promotion] policy approved by the district's school board must provide an appeal process for parents who disagree with a principal's promotion or retention decision for their student.”

Thus, for adult students, since they are their own guardians, they should have a right to appeal their placement in a particular grade level, if they should disagree with the placement. (although the charter “mega-waiver” in California Education Code § 47610 might exempt a charter school from needing to do this; it is none-the-less clear that Education Code and Title 5 Regulations about grade level promotion and retention are recognized good practices to follow, and it would behoove a charter school to do so.)

Thus, looking to Education Code, in section 48070.5(b), it has the following about grade level promotion, regarding the basis of why a student should be retained, which could reasonably interpreted to also be criteria that should be used for grade level placement:

- (1) The results of the assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 and the minimum levels of proficiency recommended by the State Board of Education pursuant to Section 60648.
- (2) The pupil’s grades and other indicators of academic achievement designated by the district.

For students up to 4<sup>th</sup> grade, promotion/grade placement should be “primarily on the basis of the pupil’s level of proficiency in reading.” And for higher grades, it should be “on the basis of the pupil’s level of proficiency in reading, English language arts, and mathematics.” [EC § 48070.5(c)]

#### Using CASAS for Grade Level Placement

To comply with Federal standards for WIOA Title II, California Adult Schools use of the CASAS assessments for both placement of students, as well as determining student learning gains. Thus it is utilized for the purpose that both the CELDT (Soon to be ELPAC) and the CAASPP address with kids. Adult-serving charter schools that receive WIOA Title II funding also must use CASAS, and given that adult-serving charter schools inevitably qualify for DASS (formerly ASAM), CASAS may be used for the school’s Dashboard scores in place of CAASPP. (Note: the regulations are in flux about DASS, and may change, but it is unlikely the would stop allowing CASAS to be used.)

Because CASAS is the standard for California Adult Schools, and can take the place of CAASPP for adult-serving charter schools, it would seem that it would best to fulfill the spirit of the law of 48070.5(b)(1). And CASAS defines Reading Scale Scores of 200 or below as being equivalent to 1st grade<sup>22</sup>. Thus following California’s adult education model of grouping students by English ability, which is also compatible with Education Code about grade level promotions, it would seem that any student who scores 200 or below could reasonably be placed in 1<sup>st</sup> grade. And a student who scores between 201 and 205 could reasonably be placed in 2<sup>nd</sup> grade. But there become some practical problems when students are placed in grades 3<sup>rd</sup> through 11<sup>th</sup>.

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<sup>22</sup> Scale Scores, NRS EFLs, and Grade Levels, CASAS (2007), <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels> (last visited Dec 28, 2016).



NRS Educational Functioning Levels				CASAS	Grade Level
EFL	ABE	ESL		Score Ranges*	
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205 206-210	2 3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215 216-220	4 5
6	High Intermediate Basic Education	Advanced ESL		221-225 226-230 231-235	6 7 8
7	Low Adult Secondary Education			236-240 241-245	9 10
8	High Adult Secondary Education			246-250 251 and above	11 12

\* Reading, Numeracy

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug 13, 2007.

### The Problem of Multiple Promotions within a Year

Adults often can learn quicker than children when they can connect prior knowledge with what is being learned. And for adults learning ELD/ESL, it is not unreasonable for them to go up two Educational Functioning Levels (EFL) in a school year if they are focusing on learning full-time. Because starting with 2<sup>nd</sup> grade, each EFL represents at least 2 grade levels, then if a school was to follow the CASAS grade level equivalents, they would regularly need to promote a student 2 to 3 times within a school year. This would cause some havoc with CALPADS (although CALPADS can handle mid-year promotions). It would also have some issues with ADA reporting, because students would often be reported in more than one P1 or P2 grade level category.

### The Problem of California Assessment of Student Performance and Progress (CAASPP)

As discussed earlier, the CAASPP is not educationally appropriate for adults, but CASAS is. And because adult-serving charter schools generally qualify for DASS, they can use CASAS for their dashboard/API. But, because Education Code was not written with adults in mind, the law requires all students in specific grade levels to take CAASPP tests along with other standardized tests (such as a PE test in 9<sup>th</sup> grade); even when it has no effect on the school or the student. The logic behind this appears to be that it would skew state results if students in alternative education programs, such as continuation schools, were taken out of the statistics. But, for adults, having them take the CAASPP causes a skewing of results, and thus it is not good for California, nor an authorizer to have their test results skewed inappropriately by adults.

Thus, due to the problem of multiple promotions within a year, and the fact that adults taking the CAASPP would inappropriately skew statewide results, it does not make sense to have students in grade levels that take the CAASPP or other standardized test, which only leaves grades 1, 2, 10, and 12. And if many grade levels are being left out anyways, there is not much reason to use grade 10.

### 1<sup>st</sup>, 2<sup>nd</sup>, and 12<sup>th</sup>: A Model that Works

While it seems strange, a model that works well for an adult charter school is to have adult students placed in grades 1, 2, or 12. With those who are learning ELD at the lower levels (Beginning ESL), being placed in 1<sup>st</sup> grade, and higher level ELD students being placed in 2<sup>nd</sup> grade. And then when they are ready to focus on high school level competencies, to switch them to 12<sup>th</sup> grade.

For students who are taking courses that are at different levels from each other, whatever is of the highest grade level/rigor, should be what grade level a student is placed within. For instance, if an adult charter school offers a bilingual program, where students can study high school subjects in their native language (such as studying for the Spanish GED or HiSET), and the student is also taking lower level ELD courses, that student should be placed in 12<sup>th</sup> grade, because they are learning subjects at a high school rigor. This system makes it fairly easy to define which grade level a student should be placed in, and keeps grade level placements consistent.

### *Conclusion*

Although not ideal; the grade level structure that best balances adult student educational needs, the needs of the public, and the bureaucratic needs of the authorizer and CDE, is to have adult charter schools that work with immigrants, to have a grade level structure that has only grades 1, 2, and 12, or in the case of an adult-serving charter school that does not have any adult elementary programs, only having students in grade 12.

This structure is legal and ethical. But, given that it is not ideal, and weird, it is recommended that the legislature take action to improve the accountability model for adult-serving charter schools, as well as consider how grade levels should work for adult-serving charter schools.



## Teacher Credentialing for California Courses Organized Primarily for Adults

### *Background*

There are three types of school programs that may have courses organized primarily for adults:

1. Adult Schools / Adult Education
2. 5<sup>th</sup> year senior programs in high schools or alternative schools
3. Adult-serving charter school programs

While the California Commission on Teacher Credentialing (CTC) has released several Administrator Assignment Manuals over time, these have generally only included some information about what teaching credentials should be used for courses organized primarily for adults. The following research was conducted to answer this question more fully.

### *Research*

#### What is a Course Organized Primarily for Adults?

There is not a clear legal definition of what constitutes a course or class being “organized primarily for adults”, so as such, it is good to look to the plain meaning of “primarily”, and the Merriam-Webster dictionary defines it as “for the most part; chiefly”. As such, it would seem that any class that usually only serves adults, and only once in a while serves minors, would clearly be a course “organized primarily for adults”. Classes that generally have 80% or above of adults, would also seem reasonable to be considered “primarily for adults”, especially if all the curriculum is focused on the learning needs of adults. Below 80%, it seems that it becomes more “grey” as to whether the class is truly primarily for adults, and any class that has 50% or more minors in it, is clearly not primarily for adults.

#### What Teaching Credentials Can be Used?

California’s system of teaching credentials can be rather confusing. The 2007 Administrator Assignment Manual was 159 pages long. The 2017 Administrator Assignment Manual has been simplified to only be 69 pages, but it is missing some important details and nuance about the laws and regulations surrounding teacher credentialing. Part of this is due to many revisions to what types of credentials were issued over time, and what these credentials can legally teach. Past credentials will only be addressed slightly in this report, with the main focus being on currently issued credentials, including Adult Education, Career Technical Education, Single Subject, and Multiple Subject Credentials.

#### Designated Subject Adult Education Credentials

The credentials most commonly used for classes organized primarily adults are the various forms of designated subject adult education credentials (DSAE). While these changed a little in 2011, the changes were primarily to the requirements of gaining a credential, and not as much to what the credential is authorized to teach. There are currently five major category of Adult Education Credentials: Elementary and Secondary Basic Skills credentials, English as a Second Language credentials, Individual Academic Subject credentials, adult Career Technical Education credentials (formerly adult Vocational Education), and Personal Development credentials. For information about obtaining a Designated Subjects Adult Education credential, see CTC Leaflet CL697B. ([www.ctc.ca.gov/docs/default-source/leaflets/cl697b.pdf](http://www.ctc.ca.gov/docs/default-source/leaflets/cl697b.pdf))

### Elementary and Secondary Basic Skills

This credential is the most commonly held Adult Education credential, because nearly anyone with a Bachelor’s degree will likely qualify for it. Further, this credential offers one of the widest breadths of what type of courses it can serve which includes classes organized primarily for adults in [Title 5 §80036.3]:

- Basic education in grades 1–8 (Adult Basic Education)
- Arithmetic
- Reading
- Individualized high school learning lab (multiple subject classrooms)
- G.E.D. (or other high school equivalency preparation classes)
- Contract Class Settings (Independent Study)
- Citizenship

This breadth means that a holder of this credential can instruct nearly any subject, as long as it is in an individualized learning lab, which is a class where each student is working on their own subject, and the teacher is more of a “guide by the side”. Similarly, this credential allows a teacher to instruct any independent study class that is organized primarily for adults.

### English as a Second Language (ESL)

While this credential was previously common for teachers to obtain, with an increase in requirements that occurred in 2011, it is now not as common for a teacher to hold. But, as will be explained under the section about Requirements to Teach English Learners, it is not the only credential that can teach English as a Second Language, as a teacher with an Adult Education credential in English may also teach English to English Learners, which is the definition of English as a Second Language. For adult-serving charter schools and schools serving 5<sup>th</sup> year seniors, ESL is called English Language Development (ELD).

### Individual Academic Subjects

Teachers may also get credentials in individual academic subjects, which allows them to teach that individual subject in a traditional “single subject” classroom organized primarily for adults. In practice, this is often most useful for those hold an individual academic subject credential in English, as discussed above in the section about English as a Second Language (ESL) credentials.

### Adult Career Technical Education (Formerly Adult Vocational Education)

The Adult Career Technical Education (CTE) credential has many similarities to the general Designated Subjects Career Technical Education credential, with the following advantages of each:

#### *Advantages of the Adult CTE Credential*

- Requires less years of experience in the industry to obtain the credential
- Allows instruction of English learners without having a CLAD

#### *Advantages of the general CTE Credential*

- Allows teaching kids as well as adults
- Allows teaching applied academic courses (linked learning)

The major difference between the older Vocational Education credentials and the newer CTE credentials (whether they are adult or general) is that the older vocational education credentials were more narrow in what subjects were authorized to be taught with them, while the newer CTE credentials authorizes any course within the industry sector listed on the credential.

#### Personal Development

Most of the Adult Education Personal Development credentials are for classes such as those for Older Adults, Adults with Disabilities (although these don't work for young adults who are in Special Education), and for Physical Education, which can be taught with the Health and Safety credential.

#### Designated Subject Career Technical Education (Formerly Vocational Education)

While there is an adult education specific CTE credential, there is also a generalized CTE Credential. If one qualifies for the general Career Technical Education credential, they will also qualify for the adult CTE credential, and because there are some advantages to the Adult CTE credential when it comes to being allowed to serve English learners for courses organized primarily for adults; it may behoove teachers to get both credentials. . For information about obtaining a Designated Subjects Career Technical Education credential, see CTC Leaflet CL888. ([www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf](http://www.ctc.ca.gov/docs/default-source/leaflets/cl888.pdf))

#### Linked Learning / Applied Academics / Integrated Education and Training

Over the years there have been many terms used for the general concept of teaching academic subjects in conjunction with career or life skills. As has been explained in several sources from both the CTC<sup>23</sup> and from CDE<sup>24</sup>, a holder of a CTE or Voc. Ed. credential may instruct any course that includes academics and career education, as long as the CTE portion is allowed by the teacher's credential; and further, in general the teacher must also hold a Bachelor's degree. [See also Education Code 51225.3(b)]

#### Multiple Subject and Single Subject Credentials

For classes organized primarily for minors, the two most common types of credentials to be used are those of the Multiple Subject and Single Subject credentials. Multiple Subject credentials are usually used to teach elementary classes that have multiple subjects taught, and Single Subject credentials are usually used to teach high school classes.

But, California Education Code § 44865 states that:

A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following

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<sup>23</sup> Philip A. Fitch, DESINGATED SUBJECTS VOCATIONAL EDUCATION TEACHING CREDENTIAL (1991), <https://www.ctc.ca.gov/docs/default-source/commission/coded/1991/91-9108.pdf> (last visited Oct 11, 2017).

<sup>24</sup> Lynda Nichols & Lloyd McCabe, CALIFORNIA DEPARTMENT OF EDUCATION GUIDELINE PERTAINING TO CAREER TECHNICAL EDUCATION TEACHERS MEETING THE HIGHLY QUALIFIED TEACHER PROVISION OF NCLB (2007), <http://www.cde.ca.gov/nclb/sr/tq/documents/ctenclbhqtprvision.doc>.

assignments, provided that the assignment of a teacher to a position for which qualifications are prescribed by this section shall be made only with the consent of the teacher:

(a) Home teacher. (b) Classes organized primarily for adults. (c) Hospital classes. (d) Necessary small high schools. (e) Continuation schools. (f) Alternative schools. (g) Opportunity schools. (h) Juvenile court schools. (i) County community schools. (j) District community day schools. (k) Independent study.

Thus, for classes organized primarily for adults, either of these credentials is authorized to teach *any* class, if the teacher agrees to the assignment. While of course, a teacher that has no experience or knowledge in a specific subject should not teach that subject, this is left to being a local decision, and not dictated by the CTC. Similarly, a teacher who holds one of the older Community College Credentials, may also teach any class organized primarily for adults<sup>25</sup>.

#### Other Factors and Rules about Teacher Credentialing and Qualifications

##### Requirements to Teach English Learners

Education Code § 44253.3 requires teachers to hold an authorization to teach “limited-English-proficient pupils” for “classes organized primarily for adults”, but goes on to say that this is satisfied by the possession of a “a designated subjects teaching credential in adult education”, as long as it is being used specifically in a class organized primarily for adults. For teachers who hold K-12 credentials, including Vocational Education, CTE, Single Subject, or Multiple Subject, they must either hold a CLAD, BCLAD, or have a newer credential that includes authorization for instructing English Learners.

##### Flexibility for Adult-Serving Charter Schools

Adult-serving charter schools are given additional flexibility in credentialing, where in Education Code §47605(1) it states:

Teachers in charter schools 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. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

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<sup>25</sup> TERRI H. FESPERMAN, THE ADMINISTRATOR’S ASSIGNMENT MANUAL J-1 (8th Revision ed. 2007).

CDE has clarified what “flexibility” means<sup>26</sup>, stating:

The California Department of Education interprets this section to mean that charter school teachers of at least core or college preparatory subjects are required to hold valid certification documents as a condition of apportionment. For state apportionment purposes, teachers of noncore, noncollege courses do not need to hold valid certification documents.

In interpreting this regulation, it is important to determine what “core” subjects are. CDE provides some clarification to this in their Charter School FAQ<sup>27</sup>, in which to the question “Which subjects are considered “core” academic subjects and how does this affect teacher credential requirements?” it states that “Because California law does not explicitly define core subjects for credentialing purposes, the CDE recommends that charter schools and their chartering authority specify which subjects and courses are considered by the charter school to be core and college preparatory.”

#### General Flexibility with Board Approval

Schools may have further flexibility in credentialing through Education Code § 44258.3; although by the direct language of this education code, it is unclear whether this would apply to Adult Schools, but should apply to adult charter schools, because in *Wilson v. State Board of Education*, the First District Court of Appeal ruled “...charter school officials are officers of public schools to the same extent as members of other boards of education of public school districts. So long as they administer charter schools according to the law and their charters, as they are presumed to do, they stand on the same constitutional footing as noncharter school board members.”

#### Federal Requirements

With the passage of the Every Student Succeeds Act (ESSA), there are no longer any federal dictate for teachers to be “highly qualified”<sup>28</sup>. Previously this only affected schools teaching 5<sup>th</sup> year seniors, and potentially adult-serving charter schools.

#### Conclusion

Education Code, the Commission on Teacher Credentialing, and the California Department of Education provide the rules and requirements for teacher credentialing in courses organized primarily for adults. This research has brought these together in one document.

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<sup>26</sup> Janet Sterling, PENALTIES FOR LACK OF TEACHER CREDENTIALS (2010), <http://www.cde.ca.gov/fg/au/ag/teachercredpenalty.asp> (last visited Dec 28, 2016).

<sup>27</sup> Charter Schools Division, CHARTER SCHOOLS FAQ SECTION 5 - RESOURCES CA DEPT OF EDUCATION (2017), <http://www.cde.ca.gov/sp/cs/re/qandasec5mar04.asp#q3> (last visited Aug 14, 2015).

<sup>28</sup> COMMISSION ON TEACHER CREDENTIALING ASSIGNMENT UNIT, ADMINISTRATOR’S ASSIGNMENT MANUAL 12 (2017 Edition ed. 2017), <https://www.ctc.ca.gov/docs/default-source/credentials/manuals-handbooks/administrator-assignment-manual.pdf>.

Summary of Credentials for Courses Organized Primarily for Adults

Credential	Adult Basic / Elementary Education	ESL / ELD In learning lab or Ind. Study	English In learning lab or Ind. Study	Math In learning lab or Ind. Study	Social Sciences In learning lab or Ind. Study	Citizenship / Civics Yes	Physical Science In learning lab or Ind. Study	Life Science In learning lab or Ind. Study	World Language In learning lab or Ind. Study	Visual and Performing Arts In learning lab or Ind. Study	Career Technical Education No	Physical Education In learning lab or Ind. Study
DSAE: ESBS	Yes	Yes	*	*	*	Yes	*	*	*	*	No	*
DSAE: ESL	*	Yes	*	*	*	Yes	*	*	*	*	*	*
DSAE: English	Only English	Yes	Yes	*	*	*	*	*	*	*	*	*
DSAE: Mathematics	Only Math	*	*	Yes	*	*	*	*	*	*	*	*
DSAE: Social Sciences	Only Social Sciences	*	*	*	Yes	Yes	*	*	*	*	*	*
DSAE: Physical Science	Only Phys. Science	*	*	*	*	*	Yes	*	*	*	*	*
DSAE: Life Science	Only Life Science	*	*	*	*	*	*	Yes	*	*	*	*
DSAE: Language other than English	Only for Specific Language	*	*	*	*	*	*	*		Only for Specific Language	*	*
DSAE: Fine Arts	Only Arts	*	*	*	*	*	*	*	*	Yes	*	*
DSAE: Health and Safety	Only PE	*	*	*	*	*	*	*	*	*	*	Yes
DSAE: CTE	*	*	*	*	*	*	*	*	*	*	Only in Designated Subject	*
DS Voc. Ed	Only with Linked Learning	W/ Linked Learning & CLAD	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only in Designated Subject	Only with Linked Learning
DS CTE	Only with Linked Learning	W/ Linked Learning & CLAD	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only with Linked Learning	Only in Designated Industry	Only with Linked Learning
Multiple Subject	Yes, with Teacher Consent	Only with CLAD or equiv.	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent
Single Subject	Yes, with Teacher Consent	Only with CLAD or equiv.	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent
Community College Cred.	Yes, with Teacher Consent	Only with CLAD or equiv.	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent	Yes, with Teacher Consent

\* - Adult-Serving Charter Schools may assign teachers to these classes based on either Education Code § 47605(1) or § 44258.3 dependent upon the charter school's board policies.

## Appendix J – Procedures for English Learners

### Initial Student Notifications

All students and potential students will have access to the Student Handbook on the NTT website. Further, after registering, students will be provided a link to this Handbook, and the opportunity to print it if they so desire. Printed copies of the Student Handbook will be distributed at orientations, and upon request. Along with other relevant information for students, the Student Handbook will contain:

- A description of the program for English language development instruction, including:
  - The way the program will meet the student’s educational strengths and needs
  - The way the program will help the student develop his/her English proficiency and meet academic standards
  - The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English language learner students, and the expected rate of graduation from secondary school
- Information regarding the student’s right to be allowed in either structured English immersion courses, fully mainstream courses, or if available, bilingual education courses. This information should also assist the student in selecting among these available programs.
- Information that a student may take bilingual classes where available, and if not currently available, may put in a formal request for bilingual education.

### Home Language Survey

When students first enroll, they complete the online registration form, which includes the Home Language Survey. This survey asks the following two questions of the students:

- What language did you first learn to speak?
- What language do you most frequently read/speak at home?

If the language that they most frequently read/speak at home is not English, then students will have their primary language set in the SIS (and CALPADS) to this language, and they will be flagged as a potential English Learner, and will need further EL assessment to confirm.

If the language they most frequently read/speak at home is English, but the language they first learned to speak is not English, they will have their Primary Language set to the what they first learned, and they will be flagged as potentially being recognized as Initial Fluent English Proficient (IFEP), and will need further EL assessment to confirm.

If the language that they most frequently read/speak at home and what they first learned to speak is English, then the student will be flagged as communicating in English or American Sign Language Only, and no further EL assessment will be necessary.

### Self-Identification

Students who are English learners may self-identify at the time of enrollment as being an EL student by signing an English Learner form and/or registering for English Language Development (ELD) courses. While self-identification is sufficient to enroll students in ELD courses, students should be fully assessed with at least the appropriate CASAS assessments within 30 calendar days.



## EL Assessment

NTT will test all students with the CASAS, and only if a student should be under 22 years of age, will they be CELDT/ELPAC tested.

### CASAS Testing

All students who indicate that their home language is other than English will be CASAS tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. ([5 CCR § 11307](#)). After the CASAS testing, students will be provided their CASAS scores and a sheet that explains the score using basic terminology.

All students shall have sufficient time to complete the CASAS as provided in the directions for test administration. (5 CCR § 11516) Any student with a disability shall take the CASAS with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's Section 504 plan or IEP that are appropriate and necessary to address the student's individual needs. (5 CCR § 11516.5)

### CELDT/ELPAC

Students who are 22 years of age or older do not need to take the CELDT (See CELDT FAQ about 5<sup>th</sup> Year Seniors at <http://www.cde.ca.gov/ta/tg/el/celdtfaqs.asp>). Otherwise, students must take the CELDT for the grade level they were placed in (see below) within 30 days of their first enrollment.

### Placement of English Learners

Students shall be placed according to the following guidelines:

#### Grade Level

Criteria	Grade Level
Student has a CASAS Reading or Listening Score of 200 or below	1
Student has a CASAS Reading and Listening Score of between 201 and 235 inclusive, and is not taking any curriculum that is at a high school level	2
Student has a CASAS Reading and Listening Score of between 210 and 235 inclusive, and is taking curriculum that is at a high school level (Bridge or Bilingual Secondary)	12
Student has a CASAS Reading Score of 236 or above	12

See: <https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels>

#### Elementary ELD NRS Levels

CASAS Reading	CASAS Listening	NRS Level	EFL
180 and below	180 and below	Beginning ESL Literacy	1
181-191	181-189	Low Beginning ESL	2
191-200	190-199	High Beginning ESL	3
201-210	200-209	Low Intermediate ESL	4
211-220	210-218	High Intermediate ESL	5
221-235	219-227	Advanced ESL	6



### Re-classification to Fluent English Proficient Status

English language learners shall be reclassified as fluent English proficient when they can comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same grade whose primary language is English and who are in the regular course of study (Education Code § 52164.6).

A reclassification determination shall be initiated either by the student's request or by the student obtaining a score of 235 or above on the CASAS Reading assessment and 227 or above on the CASAS Listening assessment.

The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient (Education Code § 52164.6, 5 CCR 11303):

- Adult student's opinion and consultation throughout the reclassification process. This includes explaining the reclassification and placement procedures, program requirements and options.
- Teacher evaluation, including a review of the student's curriculum mastery, and the participation of other certificated staff with school responsibility for teaching or placement decisions of the student's curriculum mastery or placement
- Objective assessment of language proficiency and reading, writing, speaking, and listening skills, such that the student has scored 235 or above on the CASAS Reading or 219 or above in CASAS Listening assessments, and a sufficient score in Speaking and Writing on an internal assessment (Unless the CELDT/ELPAC is required, in which case that assessment will be used). These provide a comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age level that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- Demonstration of an empirically established range of performance in basic skills by earning credits in a high school or greater English course, which may include a "bridge" course, that includes the full rigor of high school English, at a modified pace to accommodate advanced English learners.

## Appendix K – Harassment Policy

### Bullying and Harassment

Bullying or harassment is when a person is picked on over and over again by an individual or group. Bullying and harassing behavior consists of three basic types of abuse – emotional, verbal and physical.

Success Skills, Inc. forbids the following: (1) an intentional written, verbal, or physical act that occurs more than once and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student, and to include (2) violence within a dating relationship.

Any student who believes he/she has been harassed, intimidated or bullied by another student should bring forward a complaint to a teacher, counselor or the school principal.

### Sexual Harassment

The Board of Directors of Success Skills, Inc. has adopted a policy that affirms its opposition to sexual harassment and established specific guidelines to address sexual harassment among both employees and students of Success Skills, Inc.. The policy is designed to help employees and students recognize, understand, prevent and take corrective action to address sexual harassment and other inappropriate behavior of a sexual nature in the workplace and in instructional settings.

Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. Success Skills, Inc. does not condone or tolerate any form of sexual harassment involving employees or students. The school is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

Success Skills, Inc. will take appropriate action to prevent and correct behavior that violates this policy. If necessary, the school system will also take disciplinary action against employees and students. Employees who violate the policy will be subject to such actions as oral or written reprimand, professional counseling, reassignment, demotion, suspension or termination. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense.

The policy applies to all sexual harassment incidents involving Success Skills, Inc. employees and addresses acts committed by a person of either sex against a person of the opposite or same sex. The policy recognizes that it is unlawful for employees to commit acts of sexual harassment. Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate behavior and is subject to disciplinary action under the Board discipline policies. The policy also recognizes that employees and students have a right to be free from sexual harassment by others such as contractors, vendors, and volunteers.

It is the responsibility of every administrator to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. Success Skills, Inc. prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

#### *What Is Sexual Harassment?*

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities;
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual harassment; and/or
- When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance; or creating an intimidating, hostile, or offensive work or learning environment.

It is against Success Skills, Inc. policy and unlawful for Success Skills, Inc. employees to commit acts of sexual harassment. Sexual harassment committed by students against students or staff is inappropriate and violates Success Skills, Inc. policies.

#### *Prohibited Conduct*

Prohibited conduct may include, but is not limited to, unwelcome behavior of a sexual nature. For example:

- Grabbing, touching, or patting
- Sexual propositions
- Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Verbal abuse
- Repeated pressure or requests for sexual activities
- Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors
- Graphic comments about an individual's body or dress
- Sexually degrading names

Such conduct may also constitute sexual harassment. In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred. Dating or sexual relationships between employees/adult volunteers and students is prohibited.

### *Expectations*

The Board of Education expects employees and students to be committed to creating and maintaining an environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

Success Skills, Inc. policy on sexual harassment will be communicated to all employees and students.

Education programs, to include all employees and students, will be implemented.

Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.

Confidentiality will be maintained in all phases of the complaint process, in accordance with policy and consistent with HHCS obligation to investigate and address complaints.

Retaliation against anyone who files a complaint or cooperates with an investigation about sexual harassment is prohibited.

### *Actions for Employees*

If you believe you are a target of sexual harassment, you should report such incidents. You may report this information verbally or in writing to your immediate supervisor or principal. When reporting an incident, it is helpful to provide as much information as possible, including the following:

- A description of the event(s)
- The number of occurrences, with dates and places
- The names of any witnesses
- Any documents or other exhibits, if appropriate

### *Where to Go for Help*

Employees may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue:

- Your supervisor
- Anyone in the school's Human Resources department
- The Principal
- Any member of the Board of Directors

### *Actions for Students*

If you believe that you are the target of sexual harassment or the focus of inappropriate behavior, you should report such incidents to your parents and school authorities. You may report the information verbally or in writing to the principal, a counselor, a teacher, or another staff person.

When reporting an incident, it is helpful to provide as much information as possible, including the following:

- A description of the event(s)
- The number of occurrences, with dates and places
- The names of any witnesses
- Any documents or other exhibits, if appropriate

Students may receive guidance, advice, support and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

#### *Where to Go for Help*

Students may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue:

- Your teacher
- Anyone in the school's Human Resources department
- The Principal
- Any member of the Board of Directors



## Appendix M – Emergency and Safety Handbook

### Blood Borne Pathogens

Success Skills, Inc. and all charter schools operated will comply with all applicable laws and regulations regarding blood-borne pathogens. The objective of the policy is to provide training for Success Skills, Inc. staff, to protect. Success Skills, Inc. staff from the health hazards associated with blood-borne pathogens, and to provide the appropriate treatment and counseling should an employee be exposed to blood-borne pathogens.

In an effort to effectively eliminate or minimize exposure to blood-borne pathogens, staff will observe the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. Staff will be trained in techniques to prevent such contacts. As a result, staff shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.

In keeping with universal precautions, staff shall use personal protective equipment (gloves) when treating student or cleaning surfaces where the potential for exposure to body fluids exists. Gloves are to be discarded in the trash and not re-used, and hands washed. Appropriate disinfectant will be used on surfaces and surfaces allowed to dry prior to staff or student use.

If an employee or student is exposed to another person’s body fluids, wounds and skin sites that have been in contact should be washed with soap and water; mucous membranes should be flushed with water. Immediate evaluation must be performed by a qualified health care professional and a report shall be made by the Principal.

### CPR and First Aid

All teachers and administrative staff will receive CPR and first aid training for certification at least every 2 years, and to be re-certified as needed. Instruction will also include choking rescue procedures (Heimlich maneuver) for all staff members. Every building, and every CTE classroom, will have a first aid kit containing basic supplies. Basic first aid will be administered by staff members. When necessary, the appropriate emergency personnel will be called to assist.

The Principal or designee will also establish emergency procedures for individual student having medical conditions that require an immediate response such as anaphylactic reactions, asthma, seizures and diabetes. The emergency procedures will be communicated to all staff with a need to know and to any person the parents designate.

### Resuscitation Orders

School employees will be trained and expected to respond to emergency situations without discrimination. If any student or staff needs resuscitation due to respiratory and/or cardiac arrest, staff shall make every effort to resuscitate him/her.

## Health Related Staff Bulletins

### *Guidelines for Extreme Temperatures*

Students and staff may be exposed to very high summer temperatures. Heat-related risk is related to temperature, humidity, wind, UV exposure, exertion and time exposed. Students and staff may have additional risk factors due to age, hydration status, medications, underlying medical conditions, and skin pigmentation.

In order to decrease heat-related risk, the following actions will be taken:

- Activities will be held in shade with frequent rests
- Activities will be low exertion
- Students and staff will have frequent water breaks
- Activities will be held indoors if possible

There is no certain formula, but in general, temperatures below 80 degrees pose little risk. Temperatures from 80-100 degrees increase the risk of heat exhaustion, and in temperatures above 100 degrees, heat cramps and heat exhaustion are likely with prolonged exposure, and heatstroke is possible. Staff will be informed of the signs and symptoms of heat cramps, heat exhaustion and heatstroke. **Heatstroke is a medical emergency and staff must call 911.** On the days where hightemperatures are expected, the Principal may declare an indoor activity day.

### *Guidelines for Air Quality*

High temperatures in the area may also contribute to days with poor air quality. The Principal will subscribe to local Spare the Air email alerts to advise staff of when activities should be altered for the general school population. “Sensitive Groups” such as those with asthma or other medical conditions, will have the option of less strenuous or indoor activity on days when air quality indices are considered unhealthy for those groups.

### *Natural Disasters and Other Emergencies*

The intent of this section is to outline school procedures in the case of an emergency. The objectives of the following plans are to delineate actions to minimize injuries and loss of life, to provide practice opportunities, and to facilitate calm and efficient reunification of students with their parents if necessary.



## Fire

Drill Frequency - annually

Signal - “fire alarm, please evacuate the building” repeatedly

### Drill Procedure

- On-site evacuation - The teacher leaves the room last; all doors should be locked and lights turned off.
- Staff and students will assemble at the black top in their designated places per the school evacuation plan map. Roll call will be taken and teachers will hold up a green card if they have all their students, a red card if they do not have all their students or a yellow if there is an injured person in the group.
- Support staff will account for any missing students and staff.
- The principal, office manager, school nurse and plant manager will use radios and check areas assigned to them to help ensure everyone has evacuated.
- Upon hearing the "all clear" from the Principal, teachers will lead their students back to class

### Actual Fire

- Notify fire department (8-911 from a school phone) or pull the alarm activation levers.
- If it is possible to use extinguishers on small fires without endangerment, support staff may do so.
- The Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

### Additional considerations

- Occupants should be trained to use alternate exits. Due to possible blockage of a particular exit, fire drills should purposefully require a rerouting of pupils to another safe exit or walking area.
- In the event of a particularly large fire, or a fire close to the black top area (evacuation area) the Principal, School Nurse, Office Manager, and Plant Manager will direct teachers to appropriate spaces in the park next to the school. See Local Evacuation.
- It should be emphasized that the lives of the students and staff are of primary importance. Personal belongings, clothing and school records are only of secondary importance. Staff/students should not return to classrooms to retrieve personal belongings that they forgot during a crisis. No one shall return to the classrooms/offices until the “all clear” is sounded.

### *Earthquake/Duck and Cover*

Drill frequency-Annually

Signal-intercom system “attention staff and students, we have an earthquake, please duck, cover, and hold,” repeating two additional times

#### *Drill procedures*

- Instruct students to get under their desk or a table, and shield their head and face with their arms. If there are no tables/desks, instruct students to sit down on the floor away from windows and shelves.
- After a couple of minutes, support staff will activate the fire alarm and evacuate the buildings per our fire drill procedures.
- If you are outside, instruct students to move away from utility poles, trees, buildings, and other potential hazards. Move to an open space, form an orderly line, and sit down.

#### *Actual Earthquake*

- There is no warning, but there may be a sharp thud or blast-like shock at the beginning of the quake. The sound and the motion are frightening and can last many seconds. The initial shock is usually the most severe, but aftershocks can be quite strong and continue for some time.
- During post-earthquake evacuation, the Office Manager will take a school first aid kit and reunification materials as outlined in the Reunification Procedures
- All staff should take their cell phones during evacuation if possible. Support staff will take bullhorns and radios.

#### *Bomb Threat and Other Emergencies Requiring Evacuation*

- Teachers will ask all adult students to leave the campus
- Teachers who have minors in their classroom will bring them off campus to a predesignated location (which will be in the site’s safety plan).
- Teachers will communicate with the Principal via mobile phone about any minors, and the Principal or designee will contact the parents.
- A report will be written and information shared with all affected students and parents.

### *Lockdown/Intruder and Shelter-In-Place*

Drill frequency-Annually

Signal-intercom system “attention staff and students, we are now in school lockdown” repeating four additional times.

#### *Drill procedures*

- Any student outside their classroom will report to the nearest classroom. Teachers will look outside their classroom door to gather any outside person to safety.
- Doors and windows will be locked, blinds will be drawn, lights will be turned off. Teachers will instruct students to be calm and quiet so instructions may be heard.
- Teachers will take roll and report to the office via their email account, directed to the entire site staff. Any missing and/or extra students will be reported at that time. If their email is not working, they will call the office. If there are any injuries in the room, they will call the office immediately.
- Teachers will wait for further instructions via email, telephone or intercom.
- The Principal will end the lockdown by calling “staff and students, we are now off lockdown,” repeating two additional times, from the intercom system

#### *Actual Lockdown/Shelter-In-Place*

- The Principal will notify appropriate public safety personnel that a lockdown is in place if the lockdown is initiated from our site.
- All staff members and students will follow all procedures as practiced.
- In case of a shelter-in-place due to hazardous chemicals in the air, maximum protection from airborne chemicals will be provided by taping around window frames and doors. Further, ventilation systems (heaters and air conditioners) should be turned off.
- The Principal will notify all parents of minors.

## Appendix N – Nondiscrimination Policy

### General Policy against Discrimination

NORCAL Trade & Tech and any other school or program operated by Success Skills, Inc., does not or will not discriminate against students, members of the public, staff or any other person or entity, based on criminal history, age, race, sex, national origin, sexual orientation or any other reason (except where prohibited by law) for any purpose whatever including but not limited to; use of facilities, school admission or eligibility for financial aid. Success Skills, Inc. is an "equal opportunity employer." The employer will not discriminate, and will take "affirmative action" measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, creed, color, national origin, or sex.

Success Skills, Inc. is committed in all areas to providing a work and school environment that is free from harassment. Harassment based upon an individual's sex, race, ethnicity, national origin, age, religion or any other legally protected characteristics will not be tolerated. All employees, including supervisors and other management personnel, are expected and required to abide by this policy. No person will be adversely affected in employment with the employer as a result of bringing complaints of unlawful harassment.

### Title VI, IX & Section 504 Complaint Procedures

In accordance with the Federal and State Office of Civil Rights Guidelines, any student or staff person who believes that NORCAL Trade & Tech or any of Success Skills, Inc. staff have been discriminated against or harassed based on race, color, national origin, sex/gender or disability may bring a formal complaint to the school counselor or Principal.

Whenever possible and practical, an informal solution to the alleged complaint is encouraged and should be attempted. If an acceptable informal solution cannot be attained, the formal Uniform Complaint Procedure (UCP) should be followed.

## Appendix O – Drug-Free Workplace Policy

Pursuant to the Federal Drug-Free Workplace Act of 1988 (Public Law 101-690) and California Drug-Free Workplace Act of 1990, Success Skills, Inc. prohibits the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the workplace, on school property, or as part of any school activity.

In order to enforce this policy, Success Skills, Inc. reserves the right to conduct searches of school property, student, or employees and/or their personal property, and to implement other measures necessary to deter and detect abuse of this policy.

### Students of Success Skills, Inc.

The illegal use or abuse of drugs which impair a student's ability to perform academically, or disrupts others in the performance of their work or academic endeavors is strictly prohibited. The unlawful sale, manufacture, possession, distribution or use of controlled substances on Success Skills, Inc. campuses is strictly prohibited. Students who have been convicted of any criminal drug violation are required to notify the school within five days of the conviction. Success Skills, Inc. may then report this conviction to the appropriate agencies.

Any student who is using prescription or over-the-counter drugs that may impair their ability to safely perform their academic duties, or affect the safety or well-being of others, must notify the administration. The individual need not disclose the condition(s) for which the drugs are being used. Following the required disclosure, Success Skills, Inc. will determine whether reasonable accommodations can be made which would allow the student to perform his or her duties safely.

Any student who violates this policy will be subject to disciplinary action, up to and including dismissal from his/her program of study.

Success Skills, Inc. will encourage and reasonably accommodate students with alcohol or drug dependencies to seek treatment and/or rehabilitation. Students may consult with an administrator or school counselor for referral information. Success Skills, Inc. is not obligated, however, to retain any student whose academics, professionalism or performance is impaired because of drug or alcohol use, nor is Success Skills, Inc. obligated to re-admit any person who has participated in treatment and/or rehabilitation if that student's performance remains impaired as a result of dependency. Students who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency, will not automatically receive a second opportunity to seek treatment and/or rehabilitation.

Employees of Success Skills, Inc.

The illegal use or abuse of drugs which impair an employee's ability to perform their duties, or disrupts others in the performance of their work or endeavors is strictly prohibited. The unlawful sale, manufacture, possession, distribution or use of controlled substances on Success Skills, Inc. campuses is strictly prohibited. Employees who have been convicted of any criminal drug violation are required to notify the school within five days of the conviction. Success Skills, Inc. may then report this conviction to the appropriate agencies.

Within 10 calendar days of receiving notice from an employee or otherwise receiving actual notice of such a conviction, notice (including the employees title) of the conviction will be provided to all Federal Grant programs under which the school participates.

Within 30 calendar days of receiving notice from an employee or otherwise receiving actual notice of a conviction, Success Skills, Inc. will;

Take appropriate personnel action against the employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

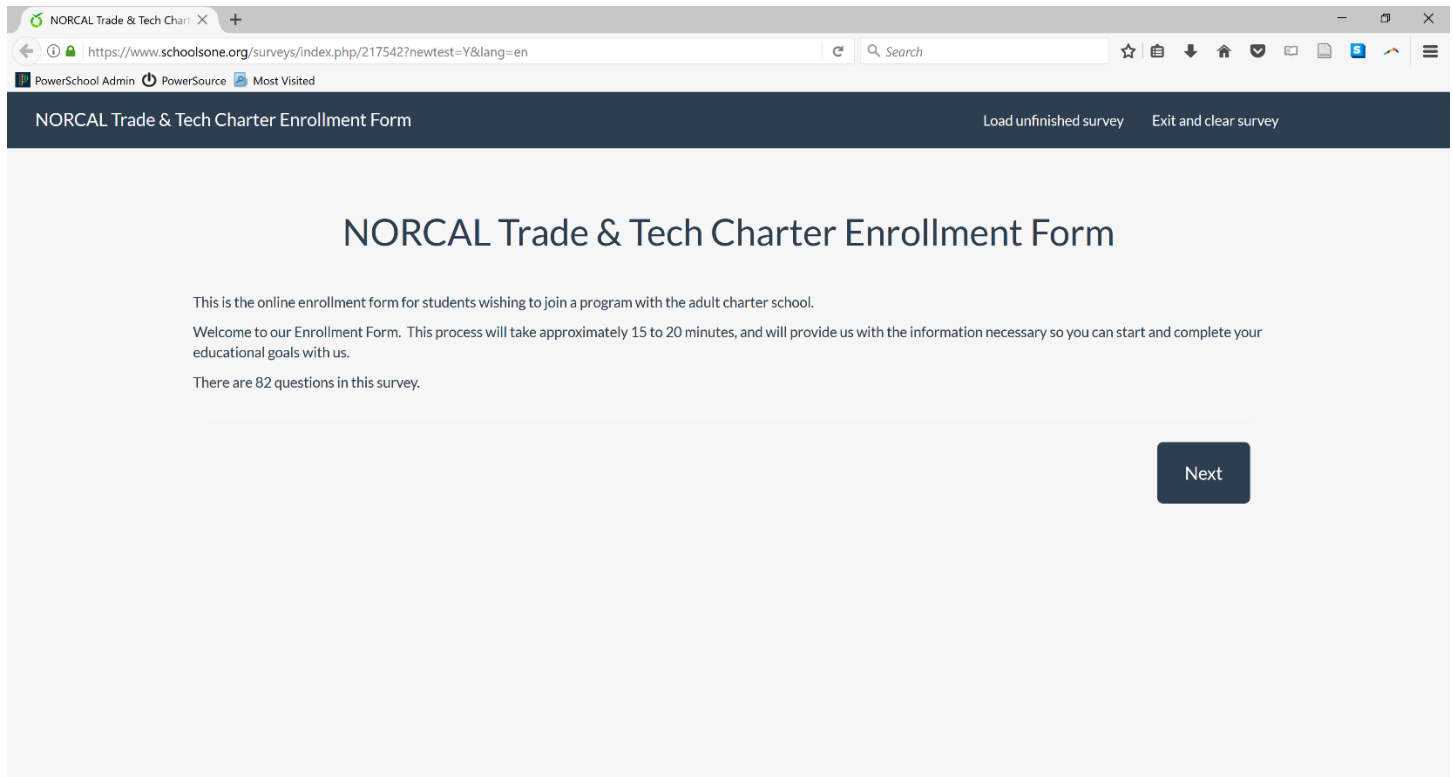
Require such employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement, or other appropriate agency.

Any employee who violates this policy will be subject to disciplinary action, up to and including dismissal.

Success Skills, Inc. will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees may consult with an administrator or school counselor for referral information. Success Skills, Inc. is not obligated, however, to retain any employee whose professionalism or performance is impaired because of drug or alcohol use, nor is Success Skills, Inc. obligated to re-employ any person who has participated in treatment and/or rehabilitation if an employee's performance remains impaired as a result of dependency. Employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency, will be terminated.

## Appendix P – School Application

The following are screenshots of the online enrollment form that is planned to be used. Please note, this form is setup to only ask appropriate questions. The following example is that of a student joining a high school program. Immigrants who answer “No” to being fluent in English will have a slightly different enrollment form.



0%

### Basic Information

\* Legal First Name:

Please use the name that appears on your social security card.

Middle Name:

\* Last Name:

\* Gender:

♀  
Female

♂  
Male

\* Please enter your date of birth:

Only numbers may be entered in these fields.

Month

Day

Year

\* Do you speak English fluently?

Yes

No

\* Birth Country:

Choose one of the following answers

United States

\* Have you served our armed forces?

Choose one of the following answers

No, I have not been directly involved in servin



\* Do you have a physical or mental impairment that you would like to have accommodated as part of your education?

Choose one of the following answers

Please choose...

\* Are you an ex-offender?

Choose one of the following answers

Please choose...



An ex-offender is anyone who has previously been to prison or jail after being convicted of a crime. It includes those who are currently or formerly on parole or probation. We provide additional services to help ex-offenders get back on their feet, so letting us know this information helps us to know that we can provide these extra services.

\* How did you hear about us?

Comment only when you choose an answer.

- |  |                      |
|--|----------------------|
| <input type="checkbox"/> I was referred by a community service agency                  | <input type="text"/> |
| <input type="checkbox"/> I saw your information at my church                           | <input type="text"/> |
| <input type="checkbox"/> I was referred by a judge, probation, or parole officer       | <input type="text"/> |
| <input type="checkbox"/> I saw a flyer at a local business                             | <input type="text"/> |
| <input type="checkbox"/> I saw a presentation given at one of the above organizations  | <input type="text"/> |
| <input type="checkbox"/> I saw your ad in a newspaper or magazine                      | <input type="text"/> |
| <input type="checkbox"/> I saw an ad online  | <input type="text"/> |
| <input type="checkbox"/> I found you through social media (Facebook, Twitter, etc.)    | <input type="text"/> |
| <input type="checkbox"/> A friend or relative told me about the school (word of mouth) | <input type="text"/> |
| <input type="checkbox"/> An event where the school had a booth                         | <input type="text"/> |
| Other:   | <input type="text"/> |
| <input type="text"/>   | <input type="text"/> |

Please put the name of the specific source you heard about us from in the comment box next to the check mark.

### Current Education Level and Desired Program

Please share with us a little about your past education.

\* What is your current highest level of education: Choose one of the following answers

- I have a U.S. high school diploma
- I earned a certificate that is considered equivalent to a U.S. high school diploma by passing a test (e.g. GED, HiSET, etc.)
- I passed only part of a test that would grant a diploma equivalency (e.g. GED, HiSET, etc.)
- I started school in the U.S. working towards earning a diploma, but I never completed

\* Please select the program you wish to take with our school. If you want to take more than one program, choose the one you want to start with first. Disclaimer: Choosing a program here does not guarantee immediate entry, as programs may be full, have future start dates, or have prerequisites that must be met before joining. Choose one of the following answers

- I am an immigrant who wants to earn a high school diploma or equivalent, and learn some of the subjects in my native language
- Truck and Bus Driving, including vehicle maintenance and basic repairs
- Solely Interning (volunteering) with the Charter School
- High School Completion only (I already have sufficient skills to get a livable wage job)

Note: All career programs have prerequisite requirements, which in many cases requires students to first complete 6 week of academic courses, attending at least 90% of the days (excluding excused absences), and earning at least 5 credits with at least a "C" average grade.

Previous

Next

This survey is currently not active. You will not be able to save your responses.

I attest and certify that the following are true and correct

\* I certify that I have registered for CalJobs or I am an exempt immigrant

Choose one of the following answers

Only numbers may be entered in 'Other:' accompanying text field.

- No, I have not registered, nor am I an exempt immigrant
- Yes, I have registered for CalJobs or I am an exempt immigrant

By the Plyer vs. Doe Supreme Court case, undocumented immigrants may not be denied public K-12 education. Nonimmigrants with a Student Visa are not allowed to register.

\* I certify that I have received all of my required immunizations, including Polio, Diphtheria, Tetanus, Pertussis, Measles, Mumps, Rubella, Hepatitis B, Varicella, and Tdap Booster.

Yes No

\* I certify that I have honestly and accurately answered the question about my education level

Yes No

Our charter school can only serve students who do not yet have a U.S. High School Diploma.

\* I certify that I entered my correct birth date.

Yes No

\* I certify that I will provide physical address accurately and will provide proof of residency to the school before I can be fully enrolled.

Yes No

Students must be California residents to enroll in the charter school.

\* I certify that I am willing to attend school at least 6 hours per day, five days a week, for as long as is required to succeed in obtaining my high school diploma along with gaining the skills I need to gain a liveable wage job.

Yes No

\* I certify that all other information that I will enter is true and complete to the best of my knowledge

Yes No

Previous

Next

### Residency and Contact Information

\* Physical Street Address

\* City

Choose one of the following answers

\* State

Choose one of the following answers

\* ZIP Code

Please check the format of your answer.

\* What is your living situation?

Choose one of the following answers

\* District of Residence:

Choose one of the following answers

\* County of Residence:

Choose one of the following answers

Mailing Address (You can leave this blank if your physical address is also your mailing address)

Mailing Address:

City:

State:

Zip:

\* Home Phone:

ⓘ Please check the format of your answer.

ⓘ Please use the form (XXX) XXX-XXXX

\* Mobile Phone:

ⓘ Please check the format of your answer.

ⓘ Please use the form (XXX) XXX-XXXX

Email Address:

ⓘ Please check the format of your answer.

ⓘ Email addresses always have an @ sign in them, and cannot have spaces. Usually they are not case sensitive (meaning that it doesn't really matter if you capitalize words or leave them lower case)

Previous

Next

### Previous School/Enrollment Details

For demographic purposes, the State of California requires gathering many pieces of data about your previous education. In order to help make it easier for you to answer these questions, we have guessed what some of the answers might be, based upon previous information you shared with us. To the best of your memory, please answer all the questions, and change any where our assumptions were wrong.

\* Approximately what date did you first start Kindergarten (or equivalent)?

Format: mm-dd-yyyy

\* Approximately what date did you first start school in the United States? If this is your first time going to school in the United States, please choose today's date.

Format: mm-dd-yyyy

ⓘ Please put your date in the format of mm-dd-yyyy, which means you put the month first, with 2 digits, a dash -, then the day with 2 digits, another dash -, and then the year with 4 digits.

\* If you previously attended this charter school, please enter the date you first enrolled. Otherwise, enter today's date.

Format: mm-dd-yyyy

ⓘ Please put your date in the format of mm-dd-yyyy, which means you put the month first, with 2 digits, a dash -, then the day with 2 digits, another dash -, and then the year with 4 digits.

\* Name of Last High School or Adult School Attended:

What city was the last school you attended located in?

What country was the school you last attended in?  
 ⓘ Choose one of the following answers

What type of school did you last attend?  
 ⓘ Choose one of the following answers

\* Were you expelled from your previous school (and never returned)?

 Yes  No

ⓘ This question will have no effect upon your ability to enter into our school. This information is primarily for statistical purposes and helps us to provide additional services to students.

### Heritage and Home Language Survey

Are you Hispanic or Latino?

Choose one of the following answers

- No, not Hispanic or Latino
- Yes, Hispanic or Latino
- No answer

Race / Heritage:

Choose one of the following answers

Please choose...

Additional Race / Heritage:

Please choose...

\* What language did you first learn to speak?

Choose one of the following answers

English

\* What language do you most frequently read/speak at home?

Choose one of the following answers

English

Birth City:

State you were born in:

Choose one of the following answers

California

Previous

Next

### Socioeconomic Information

\* What is the highest level of education of your parents?

Choose one of the following answers

Please choose...

\* Are you a parent?

Choose one of the following answers

Please choose...

\* Do you have access to a computer at home?

Yes

No

\* Do you have access to the Internet from home?

Yes

No

\* Are you or your spouse employed in one or more agricultural or fishing activities on a seasonal or other temporary basis?

Yes

No

What is your current or most recent hourly wage (dollars per hour)?

Household Size:

Only numbers may be entered in this field.

If you participate in an assistance program, please select it:

Choose one of the following answers

Please choose...

If a program was chosen above, please enter the casenumber

Please check the box next to any assistance program you are interested in getting more information about:

Check all that apply

- The Affordable Care Act (aka Obamacare) and/or Medi-Cal
- CalFresh (Food Stamps)



### Privacy Release and Other Information

You may choose to allow us to do any of the following. You are not required to choose "Yes" on any of these, although in some cases choosing "No" may limit our ability to help you.

\* Grant permission to use pictures that include you for school purposes

Yes  No

\* Grants permission to use student work produced by you for school purposes

Yes  No

\* Grants permission to use audio/video that has you in it for school purpose

Yes  No

\* Permission to release your information to any agency that you are on assistance program through

Yes  No

ⓘ If you choose to select "No" to this question, your assistance program may not be able to verify your school attendance, and thus you could lose funding. Some assistance programs may be exempt from requiring student permission for information release.

\* Are you potentially interested in going to college after finishing our program, and would like to make your information available to colleges and universities?

Yes  No

\* Are you potentially interested in a career in the U.S. military, and would like your information shared with a military recruiter?

Yes  No

Is there any other information you wish to provide us, clarifications of information you shared previously, or questions you have?

Previous

Submit

## Appendix Q – Student Questionnaire / Local Climate Survey

### Questions

Who is your teacher?

\* When does your class start?

Choose one of the following answers

Please choose...

\* What is the primary goal you have for yourself as a student?

Choose one of the following answers

- To improve my English skills
- To earn my high school diploma
- To earn the equivalency of a high school diploma
- To get a job
- To join the military
- To learn skills so I can keep my current job
- To learn other skills to help me with my job or to complete a work-based project
- To get a better job
- To improve my basic skills
- To go to college
- To help with my children's education, or other family-related goal
- To pass the U.S. citizenship test
- I don't have a goal
- Other:

\* What is the secondary goal you have for yourself as a student?

Choose one of the following answers

- To improve my English skills
- To earn my high school diploma
- To earn the equivalency of a high school diploma
- To get a job
- To join the military
- To learn skills so I can keep my current job
- To learn other skills to help me with my job or to complete a work-based project
- To get a better job
- To improve my basic skills
- To go to college
- To help with my children's education, or other family-related goal
- To pass the U.S. citizenship test
- I don't have a goal
- Other:

\* On a scale of 1 to 5, how safe do you feel at school?

Choose one of the following answers

- 5 - Very Safe
- 4 - Safe
- 3 - Somewhat Safe
- 2 - Not very safe
- 1 - I feel in danger

\* On a scale of 1 to 5, how connected do you feel to the school?

Choose one of the following answers

- 5 - I feel very connected to Highlands Community Charter School and tell my friends and family about it
- 4 - I feel connected to Highlands Community Charter School and am proud to be a student here
- 3 - I feel somewhat connected to Highlands Community Charter School
- 2 - I don't feel very connected to the school
- 1 - I feel disconnected from the school

\* On a scale of 1 to 5, how good do you think the learning materials are? These include books, computer software, handouts, videos, slide shows, etc.

Choose one of the following answers

- 5 - The learning materials are very helpful and easy to understand
- 4 - The learning materials are good
- 3 - The learning materials are somewhat good
- 2 - The learning materials are not very good
- 1 - The learning materials are very bad

\* On a scale of 1 to 5, do you have enough learning materials?

Choose one of the following answers

- 5 - We have more than enough learning materials
- 4 - We have enough learning materials, including for home
- 3 - We have enough learning materials in class, but it might be nice to have more for home
- 2 - We don't have enough learning materials in class
- 1 - We are greatly lacking learning materials

Are there any other things you would like to share, such as improvements you would like to see, or other programs you would like to have added?

Submit

**Class: Wood Tech II-IV**

Calculating the board footage in a tree

<b><u>Student</u></b>	<b><u>Learning</u></b>	<b><u>Objectives</u></b>
-----------------------	------------------------	--------------------------

Students will be able to:

1. Gain experience at measuring tree heights and tree diameters.
2. Understand the standard unit of measurement for lumber.
3. Calculate the board footage of a given tree using a formula.
4. Relate the number of trees needed to build a small house.

**Materials**

- Clinometer
- Diameter tape / tree caliper
- Pencil and paper
- 100 foot tape measure

**Introduction**

Trees are valued not only for their beauty, but also for their renewability and use as a construction material. Foresters that manage areas for lumber production often conduct volume cruises through a forest. At each sample point of a volume cruise, the forester makes only two measurements per tree. The forester measures the tree diameter and the tree height. From these two measurements a forester can determine how much lumber is in a tree, and thereby predict how much wood is in a particular timber area. The unit of wood that a forester wants to know is called a 'board foot'. A board foot is one foot by one foot by one inch thick. In 1988, 12.6 billion board feet of lumber were harvested from U.S. Forest Service lands.

**Questions**

1. How much lumber comes from one tree?
2. How many trees did it take to build the house or apartment you live in?

**Hypothesis**

*Students should make their own before continuing.*

## **Procedure**

1. Measure the height of the tree you are studying.
2. Measure the diameter of the tree you are studying. Make sure you write these two measurements down very carefully on the data sheet.
3. Remember the formula to find the area of a circle is ( $A=r^2 \times \pi$ ). Area = radius squared times 3.14). Since a tree is almost circular, use this formula to find the area of your tree at DBH (diameter at breast height). Since the formula requires the radius of the tree and you just measured the diameter, divide the diameter by 2. Dividing the radius by 12 converts inches to feet.
4. Now use this number to calculate the area of your tree.
5. Don't relax now! We are only beginning! Use the formula in step 5 of the data sheet to find out how many cubic feet of lumber are in your tree.

$$\text{Cubic Feet} = \text{Area (ft)} \times \text{Height (ft)} / 4$$

(note: 4 is used to account for the taper of the tree)

6. There are 12 board feet of lumber for every one cubic foot, so multiply cubic feet by 12. You have calculated how many board feet of lumber your tree has.
7. Practice on several other trees to get comfortable with this series of calculations.
8. Your teacher may have already measured and calculated board footage for the trees. Compare your own measurements with your teachers.

## **Procedure**

Make sure students correctly measure the tree height by avoiding the upslope and downslope position for the clinometer reading. If the students are not proficient at pacing 100 feet, then provide a 100 ft tape measure.

When a tree diameter is taken, make sure it is a true DBH. DBH (Diameter at breast height) is measured at 4.5 feet from the ground on the tree trunk. When a tree is on a slope, the 4.5 feet is measured on the up slope side of the trunk.

When students have made both tree measurements and are ready to plug numbers into the formula, make sure they use the radius measurement in feet. The measurement they took was in inches, so it must be converted. For example, if a student measured a tree's diameter to be 14 inches, the radius would be 7 inches and the number to used in the formula would be 0.58 feet. ( $7 / 12 = 0.58$ )

## **Sample Board Footage Data Sheet**

Tree # 3

Tree species: Red Oak

Height 60 feet

Diameter 14 inches

Diameter in feet / 2 = 7 radius in inches = 0.58 feet

Area of tree cross-section = above number squared x 3.14 = 1.05 sq.ft.

Volume of tree in cubic feet = above number x tree height / 4 = 15.75

Volume of tree in board feet = above number x 12 = 189

## Board Footage Data Sheet

Tree # \_\_\_\_\_  
Tree species: \_\_\_\_\_

1. Height \_\_\_\_\_ feet
2. Diameter \_\_\_\_\_ inches
3. Diameter in feet / 2 = \_\_\_\_\_ radius in inches / 12 = \_\_\_\_\_ feet
4. Area of tree cross-section = above number squared x 3.14 = \_\_\_\_\_ sq.ft.
5. Volume of tree in cubic feet = above number x tree height / 4 = \_\_\_\_\_
6. Volume of tree in board feet = above number x 12 = \_\_\_\_\_

Tree # \_\_\_\_\_  
Tree species: \_\_\_\_\_

1. Height \_\_\_\_\_ feet
2. Diameter \_\_\_\_\_ inches
3. Diameter in feet / 2 = \_\_\_\_\_ radius in inches / 12 = \_\_\_\_\_ feet
4. Area of tree cross-section = above number squared x 3.14 = \_\_\_\_\_ sq.ft.
5. Volume of tree in cubic feet = above number x tree height / 4 = \_\_\_\_\_
6. Volume of tree in board feet = above number x 12 = \_\_\_\_\_

Tree # \_\_\_\_\_  
Tree species: \_\_\_\_\_

1. Height \_\_\_\_\_ feet
2. Diameter \_\_\_\_\_ inches
3. Diameter in feet / 2 = \_\_\_\_\_ radius in inches / 12 = \_\_\_\_\_ feet
4. Area of tree cross-section = above number squared x 3.14 = \_\_\_\_\_ sq.ft.
5. Volume of tree in cubic feet = above number x tree height / 4 = \_\_\_\_\_
6. Volume of tree in board feet = above number x 12 = \_\_\_\_\_

Tree # \_\_\_\_\_  
Tree species: \_\_\_\_\_

1. Height \_\_\_\_\_ feet
2. Diameter \_\_\_\_\_ inches
3. Diameter in feet / 2 = \_\_\_\_\_ radius in inches / 12 = \_\_\_\_\_ feet
4. Area of tree cross-section = above number squared x 3.14 = \_\_\_\_\_ sq.ft.
5. Volume of tree in cubic feet = above number x tree height / 4 = \_\_\_\_\_
6. Volume of tree in board feet = above number x 12 = \_\_\_\_\_

## **Lesson Plan Introduction**

### **NTT Truck Driving Program**

Understanding DOT Hours of Service and the Relationship with Academic Subjects such as Math.

The Department of Transportation (DOT) regulates hours of service for truck drivers. Several basic academic subjects are interwoven into this regulation, including filling out your logbook, adding and subtracting driving hours and generally understanding all these relationships. Here is a basic analysis of these regulations:

#### *DOT Freight and Trucking Hours of Service Limit Regulations*

##### *Drivers Are Restricted in How Much They Drive and When*

The [United States Department of Transportation](#) (DOT) regulates the number of hours a [truck driver](#) may drive per day as well as the total number of hours he or she may work per day and per week. These rules are put in place for both the safety of the drivers and others on the road. The regulations limit how much time can be driven to ensure drivers are rested. These rules can be very complicated and confusing. Breaking the rules down by category may help you understand them better:

#### *General Hours of Service Guidelines*

- [Drivers](#) may drive up to 11 hours but are limited to 14 hours in a duty period
- Drivers must take a mandatory 30 minutes break by their eighth hour of coming on duty
- The 14-hour duty period may not be extended with off-duty time for breaks, meal and fuel stops, etc.
- Drivers can restart the 7-day period once per every 168-hour work week, by taking at least 34 consecutive hours off with two consecutive periods of 1:00 a.m. to 5:00 a.m.
- \*The work week starts after the last legal reset. For example, if you begin at 1:00 a.m. on Monday, then your 168 work week continues until 1:00 a.m. on the following Monday. If you start at 12:00 a.m. the following Monday, you will have to run on the 60/7 rule as you will not have received a legal reset.
- Each duty period must begin with at least 10 hours off-duty
- Drivers may work no more than 60 hours on-duty in seven consecutive days

## 16-Hour Exception



Bob Besso, recycling program manager of NORCAL Waste Systems. Credit: Bloomberg / Contributor / Getty Images

- The 16-hour exception is designed to be used for 1-day work schedules, where the driver begins and ends at the same terminal
- Drive time may not exceed 11 hours
- The driver may not use both the 16-hour exception and the Adverse [Driving](#) Conditions exception together
- If you layover on any day the 16-hour exception is no longer available to use, including on the day you layover
- Once you have used the 16-hour exception, you may not use it again until you have had a 34-hour reset
- You may not drive past the 16th hour coming on-duty



## Adverse Driving Conditions Exception



Cargo Trucks. Credit: AFP / Stringer / Getty Images

- If a driver cannot safely complete the run within the maximum driving time of 11-hours, that driver may drive up to an additional two hours in order to reach a place offering safety for the driver and cargo. However, the driver may not drive after the 14<sup>th</sup> hour since coming on duty.
- If weather conditions will not safely allow you to pull over at a hotel or rest stop and stop for 10 hours off-duty, then you may extend your drive time up to two hours
- This exception does not mean that you can work longer because of bad weather. If you can safely stop and layover within your 11 hour drive time you must do so, provided you cannot make it back to your home terminal within 14 hours, or under the 16-hour exception, if available.

## 34-Hour Restart



Tractor trailer moving toward setting sun. Credit: Jetta Productions / Getty Images

- Any period of 34-consecutive hours off-duty will restart the 60/70 hour calculation
- The restart must include two periods of 1:00 a.m. to 5:00 p.m. Drivers may only use the 34-hour restart once per 168 hour week.

## Penalties for Violating Hours of Service Rules

- Drivers may be placed shut down at roadside until the driver has accumulated enough off-duty time to be back in compliance
- State and local law enforcement officials may assess fines
- FMCSA may levy civil penalties on a driver or carrier, ranging from \$1,000 to \$11,000 per violation depending on severity
- The carrier's safety rating can be downgraded for a pattern of violations
- Federal criminal penalties can be brought against carriers who knowingly and willfully allow or require HOS violations; or against drivers who knowingly and willfully violate the HOS regulations

Appendix S – Letters of Support  
From Sacramento City Mayor Darrell Steinberg



---

OFFICE OF THE  
MAYOR

DARRELL STEINBERG  
MAYOR

CITY OF SACRAMENTO  
CALIFORNIA

August 25, 2017

To whom it may concern,

I am writing in support for NORCAL Trade and Tech Non-Profit Charter School. This school will provide much needed career and technical education to disadvantaged adults here in Sacramento and I look forward to having them serve our community as early as fall of 2018.

NORCAL Trade and Tech is committed to offering classes and career paths for adults with barriers to employment such as limited English proficiency, history of incarceration, and homelessness. NORCAL Trade and Tech will provide access to educational and career resources for those who need it most in our community by providing technical skills training, academic learning, citizenship and language classes.

I am confident that NORCAL Trade and Tech will add value to our community. They have dedicated themselves to providing quality instruction and services for their students and are an important economic partner in preparing a skilled workforce for employers in the region.

Thank you for your consideration of this application. Please contact me or my staff if you have any questions at (916) 808-7187.

Sincerely,

A handwritten signature in black ink that reads "Darrell Steinberg". The signature is written in a cursive, flowing style.

Mayor Darrell Steinberg  
City of Sacramento

CITY HALL - 5TH FLOOR  
915 I STREET, SACRAMENTO, CA 95814-2604  
PH 916-808-5300 • FAX 916-264-7680 • MayorSteinberg@cityofsacramento.org

From Sacramento City Councilmember Eric Guerra



September 22, 2017

To whom it may concern:

I am pleased to acknowledge my full support for the NORCAL Trade and Tech Charter School, a nonprofit school that will serve disadvantaged adults in the Sacramento area by providing them with access to career and technical education.

NORCAL Trade and Tech will fulfill its mission to "Serve the Unserved" by offering no-cost career development classes to underserved Sacramento area residents hindered by limited English proficiency, a history of incarceration, homelessness, unemployment, and underemployment. Students will have the opportunity to enroll in both academic and technical classes based on each student's individual needs. Additionally, the school will offer citizenship education, seminars with immigration attorneys, and resources for adults who wish to obtain their high school diploma. NORCAL's ability to continuously adapt its curriculum to changes in the labor market to better serve students is essential in our ever-changing economy.

I believe NORCAL Tech and Trade Charter School will help fill an educational gap by assisting Sacramento's most disadvantaged adults in becoming self-sufficient, contributing members of the community who shall pose as positive role models for their families and children.

I welcome the opportunity to express my support of this much-needed resource. If you have any questions, I can be contacted at 916-808-7006.

Sincerely,

A handwritten signature in black ink, appearing to be "Eric Guerra", written over a horizontal line.

Eric Guerra  
Councilman, District Six

915 I Street New City Hall 5<sup>th</sup> Floor  
Sacramento, California 95814-2604  
eguerra@cityofsacramento.org O: 916.808.7006 F: 916.264.7680



From Sacramento City Councilmember Steve Hansen



September 5, 2017

To Whom It May Concern,

I am writing in support of the NORCAL Trade and Tech Non-Profit Charter School. This school will provide much needed career and technical education to disadvantaged adults in Sacramento as early as fall of 2018.

NORCAL Trade and Tech is committed to offering classes and career paths for adults with barriers to employment such as incomplete education, limited English proficiency, history of incarceration, and homelessness. NORCAL Trade and Tech will provide access to education, allow individuals to obtain their GED, and provide career resources for those who need it most in our community through technical skills training, academic learning, citizenship, and languages classes.

I am confident that NORCAL Trade and Tech will add value to our community. They have dedicated themselves to providing quality instruction and services for their students and are an important economic partner in preparing a skilled workforce for employers in the region.

I recognize the importance of and need for educational programs for disadvantaged adults so that they can become self-sufficient, positive role models for their families and children, and contributing members of the community. Please contact me or my staff if you have any questions at (916) 808-7004.

Sincerely,

A handwritten signature in blue ink that reads "Steve Hansen".

Councilmember Steve Hansen

915 I Street New City Hall 5<sup>th</sup> Floor  
Sacramento, California 95814-2604  
shansen@cityofsacramento.org O: 916.808.7004 F: 916.264.7680

From County Supervisor Phil Serna



**BOARD OF SUPERVISORS  
COUNTY OF SACRAMENTO**  
700 H STREET, SUITE 2450 • SACRAMENTO, CA 95814

**PHIL SERNA**  
**SUPERVISOR, FIRST DISTRICT**  
Telephone (916) 874-5485  
FAX (916) 874-7593  
E-Mail: [sernap@saccounty.net](mailto:sernap@saccounty.net)

April 18, 2017

Re: NORCAL Trade and Tech Non-Profit Charter School

To Whom It May Concern:

I'm pleased to submit this letter of support for NORCAL Trade and Tech Non-Profit Charter School, an adult-serving charter school, scheduled to open in the fall 2017.

NORCAL will offer no-cost career and technical classes to Sacramento area residents with limited English language skills, ex-offenders, homeless, unemployed and under-employed. In addition, NORCAL will provide citizenship education, seminars with immigration attorneys, and assistance to individuals wanting to obtain their high school diploma.

I recognize the importance and need for educational programs in Sacramento that offer opportunities for disadvantaged adults to become self-sufficient, positive role models for their families and children, and contributing members of the community.

Please contact me or my staff at 916-874-5485 or [SupervisorSerna@saccounty.net](mailto:SupervisorSerna@saccounty.net) should you have any question or require more information.

Respectfully,

Phil Serna  
Supervisor, District 1

From County Supervisor Patrick Kennedy

**BOARD OF SUPERVISORS  
COUNTY OF SACRAMENTO**

700 H Street, Suite 2450  
Sacramento, CA 95814  
Telephone: (916) 874-5481  
Facsimile: (916) 874-7593



**PATRICK KENNEDY  
SUPERVISOR  
SECOND DISTRICT**

May 3, 2017

To Whom It May Concern:

I am writing in support for NORCAL Trade and Tech Non-Profit Charter School. NTT will serve disadvantaged adults in the Sacramento area. The school will offer no-cost career and technical classes, starting in the fall of 2017.

Classes for residents with limited English language skills, ex-offenders, homeless, the unemployed and under-employed, will teach the skills necessary for these underserved adults to find the jobs that will support themselves and their families. NTT will also provide citizenship and English as a Second Language instruction. Students will be able to take both academic and technical courses depending on the specific needs of each student. There is tremendous need for practical instruction in technical skills. NTT will constantly monitor the labor market and develop new course as needed in emerging industries.

NTT will fill a gap in the Sacramento educational landscape. I am confident that the stellar team at NTT will provide not only excellent instruction, but positive role models for their students.

Thank you for considering NTT. If you have any questions, feel free to contact me or my staff at (916)874-5481.

Sincerely,



Patrick D. Kennedy  
Sacramento County Supervisor  
District 2

From County Supervisor Don Nottoli



**BOARD OF SUPERVISORS  
COUNTY OF SACRAMENTO**  
700 H STREET, SUITE 2450 • SACRAMENTO, CA 95814

**DON NOTTOLI**  
**SUPERVISOR, FIFTH DISTRICT**  
Telephone (916) 874-5465  
FAX (916) 874-7593  
E-MAIL: [nottolid@saccounty.net](mailto:nottolid@saccounty.net)

July 10, 2017

To Whom It May Concern:

I am pleased to provide this letter of support for **NORCAL Trade & Tech (NTT)**, a nonprofit charter school serving adults, which is seeking to open a new campus later this fall.

It is my understanding **NTT's** mission is "To Serve the Unserved" and all of their classes will be offered free of charge to enrolled students. Eligible students include those who currently have not attained a high school diploma, including high school dropouts, disadvantaged adults, immigrants and veterans as well as former foster youth and ex-offenders. **NTT** is planning to offer secondary career technical education as well as entry into its highly regarded Class "A" Truck Driving program and Diesel Technology program.

**NTT's** strong curriculum, skills training and development and positive role modeling allows folks to better themselves, provide for their families all the while enhancing their ability to become self-sufficient and contribute positively to our community.

In closing, I am confident that **NORCAL Trade & Tech** will continue to be an asset in the Sacramento community and to those it serves through its programs. I want to reiterate my support for this program, and should you need further information, please feel free to contact me at (916) 874-5465.

Sincerely,

Don Nottoli, Supervisor  
Fifth District

DN:tt

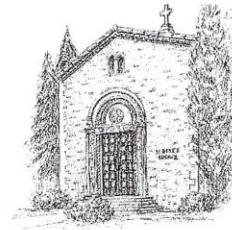




From St. Rose Catholic Church



**St. Rose Catholic Church**  
5961 Franklin Blvd.  
Sacramento, CA 95824 (916) 421-1414  
www.stroseinsacramento.org



June 9, 2017

Re: NORCAL Trade and Tech Non-Profit Charter School

To Whom It May Concern:

I am pleased to submit this letter of support for NORCAL trade and Tech Non-Profit Charter School, an adult serving charter school, scheduled to open in the fall 2017.

NORCAL will offer no-cost career and technical classes to Sacramento area residents with limited English language skills, ex-offenders, homeless, unemployed and under-employed. In addition, NORCAL will provide citizen education, seminars with immigration attorneys, and assistance to individuals wanting to obtain their high school diploma.

I recognize the importance and need for educational programs in Sacramento that offer opportunities for disadvantaged adults to become self-sufficient, positive role models for their families and children, and contributing members of the community. Please contact me should you have any questions or require more information.

Respectfully,

  
Fr. Guillermo Hernandez  
Pastor, St. Rose Church



## Appendix T – Code of Ethics and Oath for Board Members

As a member of the Success Skills, Inc. Board, overseeing NORCAL Trade & Tech (NTT) consistent with my fiduciary duties, I shall consistently strive to promote the best interests of NTT and Success Skills, Inc. as a whole and, to that end, shall adhere to the following ethical standards:

### Public Service Focus

- I will be continuously guided by what is best for all students served by Success Skills Inc, with a recognition that adult educational needs must be valued.
- I will also be guided for what is good for the general public, including the tax payers.

### Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

### Trustworthiness in Stewardship

- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board or make representations on behalf of the Board unless specifically authorized to do so.
- I will be accountable to the public by representing Success Skills, Inc. policies, programs, priorities, and progress accurately.
- I will work to ensure prudent and accountable use of publicly funded resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

### Honor in Conduct

- I will tell the truth.
- I will not release confidential information.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

#### Integrity of Character

- I will refuse to surrender judgment to any individual or group at the expense of Success Skills, Inc. as a whole.
- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm Success Skills, Inc. if disclosed.

#### Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the chief administrator and/or other administrative staff.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

## Appendix U – Uniform Complaint Procedures

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees, and our Local Control and Accountability Plan (LCAP).

This document presents information about how NORCAL Trade & Tech processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, NORCAL Trade & Tech shall assist the complainant in the filing of the complaint.

Programs or activities in which NORCAL Trade & Tech receives state or federal funding include:

- Consolidated Categorical Aid Programs
- Special Education Programs
- Career Technical Education
- Local Control Funding Formula and Local Control Accountability Plans

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

5. Allegations of child abuse shall be referred to County Dept of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
6. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
7. Employment discrimination complaints shall be sent to the State Dept of Fair Employment and Housing (DFEH).
8. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

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

4. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
5. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
6. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

#### The responsibilities of NORCAL Trade & Tech

NORCAL Trade & Tech has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to and/or allegations about discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if NORCAL Trade & Tech finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by NORCAL Trade & Tech to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate. We submitted our UCP policies and procedures to our Board of Directors for approval and adoption.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is: the School Principal.

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with the Principal.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all groups listed above each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also include information regarding the requirements of Education Code sections 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

An unlawful discrimination, harassment, intimidation and bullying complaint shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The time for filing a discrimination, harassment, intimidation or bullying complaint may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing a discrimination, harassment, intimidation or bullying complaint may be extended by the Principal or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. The Principal shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

We ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Complainants are advised of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. Civil law remedies, including, injunctions, restraining orders, or other remedies or orders may also be available at any time.

If we find merit in a pupil fees and/or an LCAP complaint we shall provide a remedy to all affected pupils, parents, and guardians that, in the case of pupil fees, includes reasonable efforts by us to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

We submitted our UCP policies and procedures to our local governing board for approval and adoption.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

#### [Filing a complaint with NORCAL Trade & Tech](#)

Any individual, public agency or organization may file a written complaint with Principal or his or her designee alleging a matter which, if true, would constitute a violation by our school of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the Principal of the school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The investigation shall provide an opportunity for the complainant, or the complainant's representative, or both, to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by NORCAL Trade & Tech to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (viii) the findings of fact based on the evidence gathered,
- (ix) conclusion of law,
- (x) disposition of the complaint,
- (xi) the rationale for such disposition,
- (xii) corrective actions, if any are warranted,
- (xiii) notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (xiv) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Copies of these complaint procedures shall be available free of charge.

Federal and State Laws cited:

1. 34 Code of Federal Regulations [CFR] §§ 300.510-511
2. California Code of Regulations [CCR] Title 5 §§ 4600–4687
3. California Code of Regulations [CCR] Title 5 § 4610(b)
4. California Code of Regulations [CCR] Title 5 § 4622
5. California Code of Regulations [CCR] Title 5 §§ 4630–4631
6. California Education Code [EC] §§ 200, 220, 262.3
7. California Education Code [EC] §§ 234 – 234.5
8. California Education Code [EC] § 35186
9. California Education Code [EC] § 48985
10. California Education Code [EC] §§ 49010 - 49013
11. California Education Code [EC] § 52075
12. California Government Code [GC] §§ 11135, 11138
13. California Penal Code (PC) § 422.55



Appendix V – Form 700 of Board Members  
 Larry Bowler, President

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION  
 A PUBLIC DOCUMENT

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**

Date Initial Filing Received  
 Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
BOWLER LAWRENCE DEAN

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

NORCAL TRADE & TECHNICAL

Division, Board, Department, District, if applicable

Your Position

PRESIDENT

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**

- State  Judge or Court Commissioner (Statewide Jurisdiction)  
 Multi-County \_\_\_\_\_  County of SACRAMENTO  
 City of SACRAMENTO  Other \_\_\_\_\_

**3. Type of Statement (Check at least one box)**

- Annual:** The period covered is January 1, 2016, through December 31, 2016.  
 -or- The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through December 31, 2016.  
 **Assuming Office:** Date assumed \_\_\_\_/\_\_\_\_/\_\_\_\_  
 **Candidate:** Election year \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_  
 **Leaving Office:** Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_ (Check one)  
 The period covered is January 1, 2016, through the date of leaving office.  
 -or-  
 The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through the date of leaving office.

**4. Schedule Summary (must complete)**

► Total number of pages including this cover page: 2

**Schedules attached**

- Schedule A-1 - Investments – schedule attached  Schedule C - Income, Loans, & Business Positions – schedule attached  
 Schedule A-2 - Investments – schedule attached  Schedule D - Income – Gifts – schedule attached  
 Schedule B - Real Property – schedule attached  Schedule E - Income – Gifts – Travel Payments – schedule attached  
 -or-  
 None - No reportable interests on any schedule

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE

(Business or Agency Address Recommended - Public Document)

9013 EL PATIO CT. ELK GROVE CA 95624

DAYTIME TELEPHONE NUMBER

(916) 764-5110

E-MAIL ADDRESS

L.BOWLER123@SUREWEST.NET

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 10/12/17  
 (month, day, year)

Signature

*Larry Lawrence Dean*

(File the originally signed statement with your filing official.)

FPPC Form 700 (2016/2017)  
 FPPC Advice Email: advice@fppc.ca.gov  
 FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

**SCHEDULE B**  
**Interests in Real Property**  
 (Including Rental Income)

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

Name  
LARRY BOWLER

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS  
1949 Benita Dr. #1  
 CITY  
Rancho Cordova, CA 95670

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INTEREST  
 Ownership/Deed of Trust       Easement  
 Leasehold \_\_\_\_\_ Yrs. remaining       \_\_\_\_\_ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED  
 \$0 - \$499       \$500 - \$1,000       \$1,001 - \$10,000  
 \$10,001 - \$100,000       OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.  
 None  
Steven D. Reather

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS  
 \_\_\_\_\_  
 CITY  
 \_\_\_\_\_

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INTEREST  
 Ownership/Deed of Trust       Easement  
 Leasehold \_\_\_\_\_ Yrs. remaining       \_\_\_\_\_ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED  
 \$0 - \$499       \$500 - \$1,000       \$1,001 - \$10,000  
 \$10,001 - \$100,000       OVER \$100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.  
 None

\* You are not required to report loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER\* \_\_\_\_\_  
 ADDRESS (Business Address Acceptable) \_\_\_\_\_  
 BUSINESS ACTIVITY, IF ANY, OF LENDER \_\_\_\_\_  
 INTEREST RATE \_\_\_\_\_ %       None      TERM (Months/Years) \_\_\_\_\_  
 HIGHEST BALANCE DURING REPORTING PERIOD  
 \$500 - \$1,000       \$1,001 - \$10,000  
 \$10,001 - \$100,000       OVER \$100,000  
 Guarantor, if applicable

NAME OF LENDER\* \_\_\_\_\_  
 ADDRESS (Business Address Acceptable) \_\_\_\_\_  
 BUSINESS ACTIVITY, IF ANY, OF LENDER \_\_\_\_\_  
 INTEREST RATE \_\_\_\_\_ %       None      TERM (Months/Years) \_\_\_\_\_  
 HIGHEST BALANCE DURING REPORTING PERIOD  
 \$500 - \$1,000       \$1,001 - \$10,000  
 \$10,001 - \$100,000       OVER \$100,000  
 Guarantor, if applicable

Comments: \_\_\_\_\_



STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE

Date Initial Filing Received  
*Official Use Only*

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
Allen Ward Cortnay

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Norcal Trade and Tech, aka Success Skills

Division, Board, Department, District, if applicable

Your Position

Board Member

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County \_\_\_\_\_
- City of \_\_\_\_\_
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of Sacramento
- Other \_\_\_\_\_

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2016, through December 31, 2016.
- or-
- The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through December 31, 2016.
- Assuming Office: Date assumed 11 / 01 / 2016
- Leaving Office: Date Left \_\_\_\_/\_\_\_\_/\_\_\_\_ (Check one)
- The period covered is January 1, 2016, through the date of leaving office.
- or-
- The period covered is \_\_\_\_/\_\_\_\_/\_\_\_\_, through the date of leaving office.
- Candidate: Election year \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_

4. Schedule Summary (must complete) ► Total number of pages including this cover page: \_\_\_\_\_

Schedules attached

- Schedule A-1 - Investments - schedule attached
  - Schedule A-2 - Investments - schedule attached
  - Schedule B - Real Property - schedule attached
  - Schedule C - Income, Loans, & Business Positions - schedule attached
  - Schedule D - Income - Gifts - schedule attached
  - Schedule E - Income - Gifts - Travel Payments - schedule attached
- or-
- None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE  
 (Business or Agency Address Recommended - Public Document)  
 3501 Mesa Verdes Drive El Dorado Hills CA 95762  
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS  
 ( 916 ) 502-2667 ctti@comcast.net

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 9-26-17  
(month, day, year)

Signature [Handwritten Signature]  
(File this originally signed statement with your filing official.)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION  
A PUBLIC DOCUMENT

**STATEMENT OF ECONOMIC INTERESTS**  
**COVER PAGE**

Date Initial Filing Received  
*Official Use Only*

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)  
SHOEMAKE KENNY DEE

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms) SUCCESS SKILLS INC. BOARD OF DIRECTORS / TREASURER  
Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: \_\_\_\_\_ Position: \_\_\_\_\_

**2. Jurisdiction of Office (Check at least one box)**

State  Judge or Court Commissioner (Statewide Jurisdiction)  
 Multi-County \_\_\_\_\_  County of \_\_\_\_\_  
 City of \_\_\_\_\_  Other \_\_\_\_\_

**3. Type of Statement (Check at least one box)**

**Annual:** The period covered is January 1, 2016, through December 31, 2016.  
-or- The period covered is 10, 01, 2017, through December 31, 2017 RDS  
 **Assuming Office:** Date assumed \_\_\_\_\_  
 **Candidate:** Election year \_\_\_\_\_ and office sought, if different than Part 1: \_\_\_\_\_  
 **Leaving Office:** Date Left \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
(Check one)  
 The period covered is January 1, 2016, through the date of leaving office.  
-or-  
 The period covered is \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_, through the date of leaving office.

**4. Schedule Summary (must complete) ► Total number of pages including this cover page: 3**

**Schedules attached**  
 **Schedule A-1 - Investments** – schedule attached  **Schedule C - Income, Loans, & Business Positions** – schedule attached  
 **Schedule A-2 - Investments** – schedule attached  **Schedule D - Income - Gifts** – schedule attached  
 **Schedule B - Real Property** – schedule attached  **Schedule E - Income - Gifts - Travel Payments** – schedule attached  
-or-  
 **None - No reportable interests on any schedule**

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)  
P.O. Box 3122, RANCHO CORDOVA CA 95741-3122  
DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS  
(916) 995-7262 KEN@STAYSAFE SOLUTIONS.COM

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 10/12/2017 Signature Kenny Dee Shoemake  
(month, day, year) (File the originally signed statement with your filing official.)

Clear Page

Print

FPPC Form 700 (2016/2017)  
FPPC Advice Email: advice@fppc.ca.gov  
FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov



**SCHEDULE A-2**  
**Investments, Income, and Assets**  
**of Business Entities/Trusts**  
 (Ownership Interest is 10% or Greater)

**CALIFORNIA FORM 700**  
 FAIR POLITICAL PRACTICES COMMISSION

Name \_\_\_\_\_

**1. BUSINESS ENTITY OR TRUST**

Name STAY SAFE SOLUTIONS, INC.

Address (Business Address Acceptable) 4201 SIERRA POINT DR., STE. 101  
SACRAMENTO, CA 95834

Check one  
 Trust, go to 2  Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS  
BID AND SERVICE GOVERNMENT CONTRACTS

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$0 - \$1,999  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED 1/16 DISPOSED 1/16

NATURE OF INVESTMENT  
 Partnership  Sole Proprietorship  PARENT SUBCHAPTER S CORPORATION

YOUR BUSINESS POSITION PRESIDENT/CEO

**1. BUSINESS ENTITY OR TRUST**

Name STAY SAFE STORE

Address (Business Address Acceptable) 4201 SIERRA POINT DR., STE. 101  
SACRAMENTO, CA 95834

Check one  
 Trust, go to 2  Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS  
SALE OF LAW ENFORCEMENT, MILITARY AND OTHER FIRST RESPONDER PRODUCTS & EQUIP.

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$0 - \$1,999  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED 1/16 DISPOSED 1/16

NATURE OF INVESTMENT  
 Partnership  Sole Proprietorship  Other

YOUR BUSINESS POSITION PRESIDENT/CEO

**2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499  \$10,001 - \$100,000  
 \$500 - \$1,000  OVER \$100,000  
 \$1,001 - \$10,000

**2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499  \$10,001 - \$100,000  
 \$500 - \$1,000  OVER \$100,000  
 \$1,001 - \$10,000

**3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None or  Names listed below

\_\_\_\_\_

\_\_\_\_\_

**3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None or  Names listed below

\_\_\_\_\_

\_\_\_\_\_

**4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

Check one box:  
 INVESTMENT  REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED 1/16 DISPOSED 1/16

NATURE OF INTEREST  
 Property Ownership/Deed of Trust  Stock  Partnership

Leasehold \_\_\_\_\_ Yrs. remaining  Other \_\_\_\_\_

Check box if additional schedules reporting investments or real property are attached

**4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

Check one box:  
 INVESTMENT  REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED 1/16 DISPOSED 1/16

NATURE OF INTEREST  
 Property Ownership/Deed of Trust  Stock  Partnership

Leasehold \_\_\_\_\_ Yrs. remaining  Other \_\_\_\_\_

Check box if additional schedules reporting investments or real property are attached

Comments: \_\_\_\_\_

**Clear Page** **Print**

FPPC Form 700 (2016/2017) Sch. A-2  
 FPPC Advice Email: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)  
 FPPC Toll-Free Helpline: 866/275-3772 [www.fppc.ca.gov](http://www.fppc.ca.gov)

**SCHEDULE A-2**  
**Investments, Income, and Assets**  
**of Business Entities/Trusts**  
(Ownership Interest is 10% or Greater)

**CALIFORNIA FORM 700**  
FAIR POLITICAL PRACTICES COMMISSION

Name \_\_\_\_\_

**▶ 1. BUSINESS ENTITY OR TRUST**

Name FUEL 1 STOP, INC.

Address (Business Address Acceptable) 4201 SIERRA POINT DR., STE 101  
SACRAMENTO, CA 95834

Check one  
 Trust, go to 2  Business Entity, complete the box, then go to 2

**GENERAL DESCRIPTION OF THIS BUSINESS**  
BID RESEARCH

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$0 - \$1,999  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INVESTMENT  
 Partnership  Sole Proprietorship  SUB CHAPTER 5  
Other CORPORATION

YOUR BUSINESS POSITION PRESIDENT/CEO

**▶ 1. BUSINESS ENTITY OR TRUST**

Name \_\_\_\_\_

Address (Business Address Acceptable) \_\_\_\_\_

Check one  
 Trust, go to 2  Business Entity, complete the box, then go to 2

**GENERAL DESCRIPTION OF THIS BUSINESS**

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$0 - \$1,999  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INVESTMENT  
 Partnership  Sole Proprietorship  Other

YOUR BUSINESS POSITION \_\_\_\_\_

**▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499  \$10,001 - \$100,000  
 \$500 - \$1,000  OVER \$100,000  
 \$1,001 - \$10,000

**▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)**

\$0 - \$499  \$10,001 - \$100,000  
 \$500 - \$1,000  OVER \$100,000  
 \$1,001 - \$10,000

**▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None or  Names listed below

\_\_\_\_\_

\_\_\_\_\_

**▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)**

None or  Names listed below

\_\_\_\_\_

\_\_\_\_\_

**▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

Check one box:  
 INVESTMENT  REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
 \$2,000 - \$10,000  
 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INTEREST  
 Property Ownership/Deed of Trust  Stock  Partnership  
 Leasehold \_\_\_\_\_ Yrs. remaining  Other \_\_\_\_\_

Check box if additional schedules reporting investments or real property are attached

**▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST**

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 INVESTMENT  REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property \_\_\_\_\_

Description of Business Activity or City or Other Precise Location of Real Property \_\_\_\_\_

FAIR MARKET VALUE IF APPLICABLE, LIST DATE:  
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 \$10,001 - \$100,000  
 \$100,001 - \$1,000,000  
 Over \$1,000,000

ACQUIRED     /     / 16      DISPOSED     /     / 16

NATURE OF INTEREST  
 Property Ownership/Deed of Trust  Stock  Partnership  
 Leasehold \_\_\_\_\_ Yrs. remaining  Other \_\_\_\_\_

Check box if additional schedules reporting investments or real property are attached

Comments: \_\_\_\_\_

**Clear Page**

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FPPC Advice Email: advice@fppc.ca.gov  
FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

**SETA WIA/WIOA Affiliation Agreement**

**AFFILIATION MEMORANDUM OF UNDERSTANDING**

**I. PURPOSE**

This Affiliation Memorandum of Understanding (the "MOU") is made, by and between NORCAL Trade and Tech (NTT), a California adult-serving charter school, and the Sacramento Employment and Training Agency (SETA), designated as the administrative entity for the WIA/WIOA Title I programs and the America's Job Centers of California (AJCC) System. NTT desires to affiliate with SETA in order to provide education, job training and job placement for clients of NTT and SETA. NOTE: NTT will also refer its eligible and suitable students to SETA for appropriate services.

**II. AGREEMENT TERMS**

**A. General Requirements**

1. SETA will assist NTT students by providing available WIOA services to NTT students at the AJCCs in the Sacramento area.
2. NTT shall assist SETA in the event that SETA refers any of its clients/students to NTT for education/job training services. NTT shall perform these services at no charge to SETA or to the client/student.
3. The term of this MOU shall be a period of one year from the date of execution. The MOU shall automatically renew for successive one-year terms, unless NTT or SETA gives written notice of intent not to renew at least thirty (30) days prior to the expiration date of the current MOU, or any extension thereof.
4. The parties are not entering into a partnership by virtue of this Memorandum of Understanding. In all matters covered under this Memorandum each of the parties hereto acts as an independent contractor and is neither a partner, agent, or employee of the other.
5. Both parties, SETA and NTT, shall indemnify, defend and hold harmless, each other from and against any and all claims, demands and costs arising out of or resulting from any acts or omissions which arise from the performance of the obligations by each other pursuant to this MOU. In addition, both parties agree to indemnify, defend and hold harmless each other from and against all court costs and attorney's fees arising out of or resulting from any acts or omissions which arise from the performance of the obligations by each other pursuant to this MOU. Both parties shall abide by all applicable federal and state laws and regulations in the performance of their respective obligations under the terms of this MOU.



AGREED:

**For Sacramento Employment and Training Agency:**

Kathy Kossich Dated: 10/6/16

**For NORCAL Trade & Tech**

Delaine Eastin Dated: 10/10/16  
Delaine Eastin, Chairman/CEO



**AFFILIATION/PARTNERSHIP AGREEMENT**

**I. PURPOSE**

This Affiliation Agreement (the "Agreement") is made, by and between NORCAL Trade and Tech (NTT), a California adult-serving charter school, and Asian Resources, Incorporated (ARI) a Sacramento area social, community and employment services organization designated as a WIA/WIOA provider. NTT desires to affiliate with ARI in order to provide education, job training and job placement for clients of ARI. NOTE: NTT will refer all its students to ARI to register with ARI prior to starting classes at NTT.

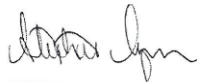
**II. AGREEMENT TERMS**

**A. General Requirements**

1. ARI will assist NTT students by providing available WOIA services to NTT students at the ARI facilities in the Sacramento area.
2. If there are expenses to ARI connected with providing these services, NTT shall compensate ARI.
3. NTT shall assist ARI in the event that ARI refers any of its clients/students to NTT for education/job training program. NTT shall perform these services for ARI at no charge to ARI.
4. Both parties, ARI and NTT shall indemnify each other from losses derived from the actions of their respective employees. Both parties shall abide by all applicable federal and state laws and regulations in the performance of their respective obligations under the terms of this Agreement.

AGREED:


**For Asian Resources Inc.:**



\_\_\_\_\_  
Ms. Stephanie Nguyen

Dated: 10/4/16

**For NORCAL Trade & Tech**

/s/Delaine Eastin   
Delaine Eastin, Chairman/CEO

Dated: 10/5/16