

ORANGE COUNTY SCHOOL OF THE ARTS

CHARTER RENEWAL

2015-2020

Presented to

The Board of Education
Santa Ana Unified School District



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ORANGE COUNTY SCHOOL OF THE ARTS CHARTER

Approval

This Charter was initially approved by the Board of Trustees of the Santa Ana Unified School District ("District" or "SAUSD") at a special meeting of the Board on January 28, 2000. Since that time, the Charter has been approved for renewal several times, and the District Board of Trustees has approved this current Charter for a term of July 1, 2015, though and including June 30, 2020. The Charter School when initially approved was named Orange County High School of the Arts ("OCHSA"), but has since changed its name to Orange County School of the Arts ("OCSA").

Location of Charter School

The primary OCSA school facility shall be located at 1010 North Main Street, Santa Ana, California (the "OCSA Property"). OCSA shall not expand beyond or move from the OCSA Property, nor shall it open a "satellite", "sister", or similarly affiliated school, away from the OCSA Property, except as provided below, without the express approval of the District Board as a material revision to this Charter. Upon approving the renewal of this Charter, the District Board simultaneously approves OCSA's expansion of the OCSA Property to the adjacent properties located at 1104 North Main Street, 1110 North Main Street and 801 N. Main Street.

The OCSA Property is optimally designed to house academic and arts education programs for up to 2,200 students attending grades 7 through 12. As student enrollment grows beyond these levels and as programs are added to further enrich the academic and arts education of the students expanded and/or new facilities ("Satellites") may be added to properly support said successes. Satellites may include, but are not limited to, theaters, performance halls, academic and arts classrooms, practice facilities, technology centers, and sister campuses. Satellite properties may only be added through the process for a material revision to the Charter in accordance with Education Code Sections 47605 47605.1, and 47607.

Student enrollment at Satellites will not exceed OCSA Property campus enrollments, nor will they result in a direct loss of enrollment on the OCSA Property campus, whereby a direct loss is measured as dropping below 90% of the preceding three years' average enrollment on the OCSA Property campus. Further, Satellite campuses will not diminish program content at the OCSA Property. Satellites shall not be located on property which the District intends to acquire.

Satellites will be designed to house natural extensions to the OCSA Property programs and activities. Students at the OCSA Property campus shall have an equal opportunity to enroll at any campus of their choice based on academic and arts performance criterion. Sitting of

Satellites shall, as much as reasonably possible, shall accommodate transportation needs of District students.

OCSA will select satellite site based on financial and operation feasibility, with a clear preference by OCSA Board of Trustees to place these facilities within walking distance of the OCSA Property. In the event financial feasibility and/or operational efficiencies require sitting Satellites, OCSA will formally notify the District of OCSA's Intent to Operate a Satellite.. If the District and OCSA administrations do not agree upon an alternative plan to the operation of a satellite, OCSA may submit a request for a material revision to this Charter to open and operate a satellite in accordance with Education Code Sections 47605 47605.1, and 47607.

Affirmations

OCSA shall be nonsectarian in its programs, admissions policies, employment practices and operations. OCSA shall not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law. OCSA shall not charge tuition. Except with regard to preferences for residents of the District and as required by Education Code Section 51747.3, admission to OCSA shall not be determined according to the place of residence of the pupil, or of his/her parent or legal guardian, within California. OCSA shall admit all students who are qualified and wish to attend OCSA, except with regard to capacity limits, in which case attendance shall be determined in accordance with the provisions of Section XIII of this Charter and Education Code Section 47605(d).

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

Interpretation of Terms

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to the Orange County School of the Arts and/or OCSA and/or Orange County High School of the Arts and or OCHSA and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) Orange County School of the Arts corporate entity, and for all purposes related to this Charter or the operations of the Orange County School of the Arts, both the school and the corporate entity, to the extent that they are separate entities , shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that OCSA states that it will follow the requirements of a particular Section of the Education Code or other law, it means that OCSA will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

Charter Success

The Orange County School of the Arts has received top honors and recognition for excellence in both arts and academic education. Recent academic highlights include: One of the top three public high schools in Orange County (Orange County Register, 2014), A California Distinguished School (2005, 2009, 2013), A U.S. Department of Education National Blue Ribbon School (1998, 2006), America's Best High Schools (Newsweek 2009, 2010, 2013, 2014), Best High Schools in America (US News & World Report (2008, 2009, 2010, 2011, 2012, 2013), and the Daily Beast in 2014 ranked OCSA the #52 best Academic High School in America, #14 in the West and #6 in California. Based on the previous Academic Performance Index (API) system, OCSA's score of 914 places it in the top 4 schools in Orange County. Arts distinctions include the Arts Schools Network Exemplary School Award (2011, 2015) and the 2005 National School of Distinction Award from the Kennedy Center Alliance for Arts Education.

Students enrolled in the School's tuition free, donation dependent arts conservatory programs have had the opportunity to study with an inspiring caliber of guest artists and master teachers, including Francis Ford Coppola, Bebe Neuwirth, Steven Mercurio, Matthew Morrison, Yo Yo Ma, and more. The School is renowned for its creative, challenging and nurturing environment, and currently serves more than 1,950 students in grades 7-12 from over 100 cities throughout Southern California.

Please see next four pages: "Orange County School of the Arts Academic Profile"

Principal
Benjamin Wolf, Ed. D.

Assistant Principals
Becca Freeland
William Wallace, Ed. D.

Director, Special Services
Kara McCann

School Counselors
Vanessa Musso
Mindy Shiroma
Ashley Talbert
Rebecca Vance-Freeland

ACCREDITATION

Western Association of Schools and Colleges

Recognitions

- One of top three public high schools in Orange County (*Orange County Register*) 2014
- California Distinguished School 2005, 2009, 2013
- Blue Ribbon School 1998, 2006
- America's Best High Schools (*Newsweek*) 2009, 2010, 2013, 2014
- Best High Schools in America (*US News & World Report*) 2008, 2009, 2010, 2011, 2012, 2013
- Exemplary School – Arts School Network 2010-2011, 2013-2015

MEMBERSHIPS

- WASC
- International NETWORK of Schools for the Advancement of Arts Education

FACULTY

- Academic faculty - fully credentialed NCLB Compliant
- Majority of the 200 arts and academic teachers hold advanced degrees
- Guest artists and industry leaders share their expertise and creativity with students through lectures, presentations and hands-on-training.

TUITION

OCSA is tuition free, donation dependent. No student is admitted or denied based on financial capacity.

SCHOOL PROFILE

2014-2015

The Orange County School of the Arts (OCSA), a public charter school located in the heart of Santa Ana, California, provides a six year comprehensive academic and conservatory arts program to students in grades 7 through 12. Established in 1987, OCSA is one of the premier arts schools in the nation where aspiring young artists have the opportunity to refine their skills and flourish in one of twelve pre-professional arts conservatories.

OCSA serves a culturally diverse student body of nearly 2,000 students from 100 cities throughout Southern California. Based on the belief that creative artistry is fueled by intellectual insight, the Orange County School of the Arts provides a rigorous college preparatory academic program that produces high achieving, motivated scholars. Students attend five hours of rigorous academic classes in addition to three hours of daily arts instruction. Acceptance to the Orange County School of the Arts is based on an audition and a minimum 2.0 GPA.

CURRICULUM

- The Academic program is organized on an alternating block schedule. Students take three 90-95 minute block classes daily. Each block class meets every other day.
- The Art Conservatory program consists of two 80-minute blocks, four days a week. Middle school students attend one block each day while high school students attend two blocks. These pre-professional arts courses vary in content, day and block based on the conservatory.

ENROLLMENT

1939 students (grades 7 through 12)
Male: 590
Female: 1350
Seniors: 360
Juniors: 354
Sophomores: 385
Freshmen: 422
8th Grade: 228
7th Grade: 186

ETHNICITY

Hispanic: 23%
Non-Hispanic: 77%

DEMOGRAPHICS

American Indian: 3.9%
Asian-American: 21.9%
Pacific Islander: 1.1%
Filipino: 4.5%
African American: 2.6%
White: 66.1%

HIGH SCHOOL GRADUATION REQUIREMENTS

Course	Length	Credits
Literature & Composition	8 Semesters	40
Mathematics (Algebra I & Geometry)	4 Semesters	20
Life Science	2 Semesters	10
Physical Science	2 Semesters	10
Health	1 Semester	5
SOAR (Required for freshmen only)	1 Semester	5
World History	2 Semesters	10
US History	2 Semesters	10
Government	1 Semester	5
Economics	1 Semester	5
World Language	4 Semesters	20
Fine Arts	2 Semesters	10
Physical Education	4 Semesters	20
Required Course Credits		170
Electives		70
Total Credits Required to Graduate:		240

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition based conservatories: Acting, Classical Voice, Classical/Contemporary Dance, Classical Instrumental Music, Commercial Dance, Contemporary Music, Creative Writing, Culinary Arts & Hospitality, Digital Media, Film and Television, Integrated Arts, International Dance, Musical Theatre, Production and Design, or Visual Arts.

TESTING INFORMATION

SAT Reasoning Test - Mean Scores

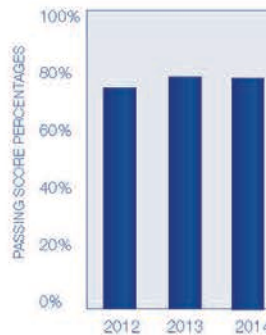
Class of 2014 # of students taking exam	OCSA 157	2014 State SAT Data 236, 923
Critical Reading	576	498
Math	558	510
Writing	568	496

ACT Test - Mean Scores

Class of 2014 # of students taking exam	OCSA 149	2014 State ACT Data 113, 732
Composite Score	26.0	22.3
English	27.2	21.8
Math	24.9	22.8
Reading	26.7	22.3
Science	24.8	21.7

Advanced Placement Exams

- May 2014, 590 students took AP exams
- A total of 1,070 exams were taken in 16 AP subjects
- 78% of the AP exams received passing scores
- May 2013, 486 students took AP exams
- A total of 769 exams were taken in 16 AP subjects
- 79% of the AP exams received passing scores
- May 2012, 406 students took AP exams
- A total of 682 exams were taken in 18 AP subjects
- 75% of the AP exams received passing scores



STUDENT ACHIEVEMENT

National Merit Scholarship Awards	Class of 2011	Class of 2012	Class of 2013	Class of 2014
National Merit Finalist		1	2	
National Merit Semi-Finalists	1	1	2	
National Achievement Scholars	1	1		1
National Merit Commended Scholars	11	11	10	10
National Hispanic Recognition Scholars		5		

Advanced Placement Awards	2011	2012	2013	2014
National Honors	2	4	4	9
Scholar with Distinction	45	45	42	69
Scholar with Honors	28	29	30	40
Scholar	47	35	61	89

2014 API – 914

2014 County Rank – 4

2014 State Rank – Top 8%

Grade and GPA Scale

OCSA utilizes a four-point scale to calculate students' grade point averages.

Grade Scale: A = 4.0 B = 3.0
C = 2.0 D = 1.0

Advanced Placement/Honors courses (+) are weighted with an additional value of 1 point for each course semester.

Class Rank: GPA is computed on the basis of the 9th through 12th grade academic/college preparatory GPA and/or the 10th through 12th grade academic/college preparatory GPA.

Average Cumulative Academic GPA: 3.3

Advanced Placement Classes

AP Art History
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Economics
AP French
AP Government
AP Language and Composition
AP Literature and Composition
AP Music Theory
AP Physics
AP Spanish
AP Statistics
AP U.S. History
AP World History

Honors Classes

Literature and Composition I Honors
Literature and Composition II Honors
Pre-Calculus (+)
IMP IV (+)
Biology Honors
Chemistry Honors
Spanish IV Honors (+)
French IV Honors (+)

Extra Curricular Opportunities

- Student Body Leadership
- National Honor Society
- California Scholarship Federation
- Camp OCSA Counselor
- Over 40 student-led clubs and organizations

Information provided by the Academic and Student Services offices. Updated 9/4/2014

COLLEGE PREPARATORY (CP) COURSE OFFERINGS BY SUBJECT AREA

We offer 8 year-long Honors Courses and 16 Advanced Placement courses. Courses indicated with an asterisk * receive an extra point in the grade point average calculation.

English

- ☐ Literature and Composition I
- ☐ Literature and Composition I/H
- ☐ Literature and Composition II
- ☐ Literature and Composition II/H
- ☐ Literature and Composition III
- ☐ *AP English Language
- ☐ *AP English Literature and Composition
- ☐ 19th Century Unit
- ☐ Film, Literature and Composition
- ☐ Modern Plays/Media Analysis
- ☐ Mythology and Folklore/Composition
- ☐ Popular Culture and Literature
- ☐ Science Fiction/Composition
- ☐ Shakespeare/Composition

Science

- ☐ Anatomy
- ☐ *AP Biology
- ☐ *AP Chemistry
- ☐ *AP Physics I
- ☐ Biology
- ☐ Biology Honors
- ☐ Chemistry
- ☐ Chemistry Honors
- ☐ Environmental Science
- ☐ Food and Nutrition Science
- ☐ Physics
- ☐ Zoology

Mathematics

- ☐ Algebra II
- ☐ Algebra II/Trigonometry
- ☐ *AP Calculus AB
- ☐ *AP Calculus BC
- ☐ *AP Statistics
- ☐ Functions, Statistics, and Trigonometry (FST)
- ☐ Geometry
- ☐ Integrated Math I
- ☐ Integrated Math Program (IMP) II
- ☐ Integrated Math Program (IMP) III
- ☐ *Integrated Math Program (IMP) IV
- ☐ *Pre-Calculus
- ☐ Statistics

- ☐ Trigonometry/Math Analysis

Social Science

- ☐ *AP Government and Politics United States
- ☐ *AP Macro Economics
- ☐ *AP United States History
- ☐ *AP World History
- ☐ Economics
- ☐ Government
- ☐ U.S. History
- ☐ World History

World Languages

- ☐ *AP French Language and Culture
- ☐ *AP Spanish Language and Culture
- ☐ French I
- ☐ French II
- ☐ French III
- ☐ French IV
- ☐ *French IVH
- ☐ Spanish for Native Speakers A
- ☐ Spanish for Native Speakers B
- ☐ Spanish I
- ☐ Spanish II
- ☐ Spanish III
- ☐ Spanish IV
- ☐ *Spanish IVH
- ☐ Spanish V-Hispanic Literature and Culture

Visual and Performing Arts

- ☐ 3-D Design
- ☐ Acting Technique
- ☐ Advanced Painting
- ☐ Animation
- ☐ *AP Art History
- ☐ *AP Music Theory
- ☐ Art History
- ☐ Ballet Dance
- ☐ Ballet Technique
- ☐ Ballroom Dance
- ☐ Brass Ensemble
- ☐ Ceramics
- ☐ Chamber Orchestra
- ☐ Choreography
- ☐ Clarinet Ensemble

- ☐ Commercial Music Theory
- ☐ Conducting
- ☐ Dance Conditioning
- ☐ Dance History
- ☐ Directing
- ☐ Drawing
- ☐ Elements of Music Theory
- ☐ Fashion and Costume Design
- ☐ Flute Masterclass
- ☐ Folklorico Repertory
- ☐ Graphic Design
- ☐ Illustration
- ☐ Improvisation
- ☐ Jazz Combos
- ☐ Jazz Dance
- ☐ Jazz Orchestra
- ☐ Jewelry
- ☐ Landscape Painting
- ☐ Modern Dance Technique
- ☐ Music History
- ☐ Music Theory
- ☐ Painting
- ☐ Percussion Ensemble
- ☐ Photography
- ☐ Piano
- ☐ Piano Masterclass
- ☐ Playreading and Analysis
- ☐ Saxophone Ensemble
- ☐ String Orchestra
- ☐ Tap Dance
- ☐ Theatre History
- ☐ Vocal Ensemble
- ☐ Voice
- ☐ Watercolor
- ☐ Wood Ensemble
- ☐ Woodwind Quintet

Electives

- ☐ CW Core Short Story
- ☐ Journalism
- ☐ Philosophy
- ☐ Psychology
- ☐ Screenwriting
- ☐ Senior Project

Thirty-two credits of conservatory courses are required each year of all 9th through 12th grade students from one of the following audition-based conservatories:

SCHOOL	CONSERVATORY	STUDENTS ENROLLED
School of Applied Arts	Culinary Arts & Hospitality	94
School of Dance	Classical/Contemporary Dance	57
	Commercial Dance	121
	International Dance	85
	Ballet Folklorico Program	62
	Ballroom Program	23
School of Fine & Media Arts	Creative Writing	160
	Digital Media	34
	Film and Television	83
	Integrated Arts	222
	Visual Arts	194
School of Music	Classical Voice	90
	Classical Instrumental Music	167
	Frederick Fennel Wind Studies Program	49
	String & Orchestra Program	82
	Pianist Program	36
	Contemporary Music	164
	Commercial Music Program	59
	Guitar Program	69
School of Theatre	Jazz Studies Program	36
	Acting	119
	Musical Theatre	230
	Production and Design	113

MATRICULATION

Ninety-nine percent of the Class of 2014 was accepted into institutions of higher education. For the graduating class, 77% are attending a four-year college program, 21% are attending a two-year college or conservatory program, and 2% of the seniors are going directly into the workforce or taking a gap year.

College/University Acceptance and Matriculation Data: OCSA students apply to and enroll in colleges/universities that reflect each student's individual interests and strengths. The following post-secondary campus acceptance and matriculation (in parenthesis) data was reported by the class of 2014.

Abilene Christian University	1	Evergreen State College	1	School of the Museum of Fine Arts	1
Academy of Art University	2	FIDM, Los Angeles	1 (1)	School of Visual Arts	4
American Academy of Dramatic Arts/West	1	Fashion Institute of Technology	1	Scripps College	1
American Academy of Dramatic Arts	1	Florida State University	1	Seattle University	2
American Musical and Dramatic Academy	4	Fordham University	6 (1)	Seton Hall University	1
American University	5	Franklin and Marshall College	1	Southern Utah University	1
American University of Paris	1 (1)	Franklin College Switzerland	1 (1)	Spelman College	1
Arizona State University	6 (3)	Georgetown University	1 (1)	St. John's University-Manhattan	1
Art Center College of Design	8 (7)	Georgia Institute of Technology	1	St. John's University-Queens	3 (1)
Art Institute of California-Orange County	1	Hampshire College	1	Suffolk University	1
Art Institute of California-San Francisco	2 (1)	Harvard University	2 (2)	SUNY Fredonia	1
Art Institute of California-Inland Empire	1	Haute Ecole De Musique de Lausanne	1 (1)	Susquehanna University	2
Auburn University	2	Haverford College	1	Syracuse University	9 (2)
Azusa Pacific University	8 (1)	Hawaii Pacific University	2	Texas Christian University	4 (1)
Babson College	1 (1)	Hofstra University	3	Texas Southern University	1
Bard College	1	Hope College	1 (1)	The College of Saint Rose	2
Barnard College	1	Indiana University at Bloomington	10 (2)	The University of The Arts	2
Barry University	1	Iowa State University	2	Tulane University	3
Baylor University	2	John Hopkins University	1 (1)	Union College	1
Belhaven University	2	Johnson and Wales University (Providence)	3	University of Alabama	1
Belmont University	5 (1)	Junata College	1	University of Arizona	8 (1)
Bennington College	1 (1)	Kansas State University	1		
Berklee College of Music	7 (1)	Kent State University	1	University of California	
Binghamton University	1	King's College	1	Berkeley	18 (9)
Biola University	3 (1)	Laguna College of Art and Design	8 (2)	Davis	15 (1)
Boise State University	1 (1)	Le Moyne College	1	Irvine	51 (10)
Boston Conservatory	8 (3)	Lebanon Valley College	1 (1)	Los Angeles	29 (17)
Boston University	22 (1)	Lewis and Clark College	4	Merced	2
Bournemouth University	1 (1)	London Academy of Music and Art	1	Riverside	16 (3)
Brandeis University	3 (1)	Longy School of Music	1	San Diego	4 (1)
Brooks Institute of Photography	2 (1)	Loyola Marymount University	8 (1)	San Francisco	14 (3)
Brown University	1	Loyola University Chicago	1	Santa Barbara	30 (6)
Butler University	3 (2)	Loyola University New Orleans	1	Santa Cruz	14 (3)
Cabrini College	1 (1)	Manhattan School of Music	1		
California College of the Arts (Oakland)	1	Marquette University	2 (2)	University of Chicago	2 (1)
California College of the Arts (San Francisco)	8 (1)	Maryland Institute College of Art	2 (1)	University of Colorado at Colorado Springs	2 (1)
California Institute of the Arts	4 (2)	Marymount California University	1	University of Denver	1
California Lutheran University	3	Marymount Manhattan College	12 (1)	University of Great Falls	1
California State Universities		Massachusetts Institute of Technology	2 (1)	University of Hartford	4
Cal Poly Pomona	17 (4)	Menlo College	2 (1)	University of Hawaii at Hilo	1
Cal Poly SLO	7 (1)	Mills College	4	University of Hawaii at Manoa	2
Channel Islands	4	Molloy College	1	University of Huddersfield	1
Chico	4	Monmouth University	1	University of Idaho	1
Dominguez Hills	2	Montana State University, Bozeman	2	University of Illinois at Chicago	4
East Bay	2	Moorpark College	1 (1)	University of Illinois Urbana/Champaign	4 (1)
Fullerton	83 (22)	Mount St. Mary's College (Chalon)	2 (1)	University of Kansas	2
Humboldt	10 (2)	Muhlenberg College	1	University of Kent	1 (1)
Long Beach	61 (7)	Musicians Institute	1 (1)	University of La Verne	4
Los Angeles	6	New England Conservatory of Music	2	University of Massachusetts, Amherst	2
Monterey Bay	9	New School for Jazz and Contemp. Music	1	University of Massachusetts, Boston	1
Northridge	10	New York Conservatory for Dramatic Arts	1	University of Miami	2
Sacramento	4	New York Film Academy	1 (1)	University of Michigan	5
San Bernardino	1	New York University	22 (8)	University of Minnesota, Twin Cities	1
San Diego	21 (4)	Northeastern University	10 (2)	University of Montana, Missoula	1
San Marcos	7 (1)	Northern Arizona University	9 (3)	University of Nevada, Las Vegas	1
San Francisco	41 (7)	Northwestern University	1	University of New Mexico	2
San Jose	7	Oberlin College	2	University of New Mexico	1 (1)
Sonoma	9 (1)	Oberlin Conservatory of Music	1	University of North Texas	2
		Oklahoma City University	1	University of Northern Colorado	1
		Oregon State University	1	University of Oklahoma	2
CAP21 Performing Arts Conservatory	4	Otis College of Art and Design	2	University of Oregon	8 (2)
Carleton University	1	Pace University, NYC	24 (1)	University of the Pacific	8 (1)
Carnegie Mellon University	5 (3)	Parsons The New School for Design	2 (2)	University of Portland	1
Chapman University	44 (16)	Pennsylvania State University, Harrisburg	1	University of Puget Sound	5
Circle and Square Theater School	1 (1)	Pennsylvania State University, U. Park	2	University of Redlands	1
Clark University	4	Pepperdine University	6 (1)	University of Rochester	1
Clemson University	1	Pitzer College	1 (1)	University of San Francisco	2
Colorado College	1	Point Park University	3	USC School of Music	1
Colorado School of Mines	1	Portland State University	5	University of Southern California	24 (5)
Colorado State University	1	Pratt Institute	6	University of St. Andrews	1 (1)
Columbia College Chicago	4	Purchase College State U of New York	2 (1)	University of Utah	3
Columbia University	2	Purdue University	2 (2)	University of Virginia	6
Concordia University-Irvine	2	Reed College	4 (2)	University of Washington	6
Concordia University-Portland	1	Rensselaer Polytechnic Institute	2	Ursinus College	1 (1)
Corban College	1	Rhode Island School of Design	6	Vanderbilt University	1
Cornell University	2	Richmond The American Int'l Col. in London	1	Vanguard University of Southern California	1 (1)
Cornish College of the Arts	11 (1)	Rider University	8 (1)	Virginia Polytechnic Institute & State Univ.	1
Culinary Institute of America-Greystone	1 (1)	Ringling College of Art and Design	1	Wagner College	7
Culinary Institute of America	3 (2)	Rochester Institute of Technology	1	Washington State University	2
DePaul University	6 (5)	Rose-Hulman Institute of Technology	1	Washington University, St. Louis	1
Dominican University of California	1	Royal Holloway, University of London	1	Wellesley College	1
Drexel University	1	Ryerson University	1	Western Washington University	1
Eastern University	1	Saint Mary's College of California	2	Westmont College	2
Eastman School of Music-U of Rochester	2 (1)	San Francisco Art Institute	6 (2)	Wheaton College MA	1
Eckerd College	1 (1)	Santa Clara University	3 (2)	Whittier College	5 (2)
Emerson College	14 (3)	Santa Fe University of Art and Design	2	Willamette University	1
Emory & Henry College	1	Sarah Lawrence College	3 (2)	Woodbury University	3 (1)
Emory University	2	Savannah College of Art and Design	6 (1)	York University	1
Eugene Lang College	1 (1)	School of Art Institute of Chicago	7	Young Americans College of Perf. Arts	1 (1)

State Priorities

Pursuant to Education Code Sections 47605, 47605.6 47606.5, and 52060, OCSA incorporates the following eight State Education Priorities into its education mission and plans:

1. Teacher Credentialing, Instructional Materials, and proper facilities;
2. Implementation of State Content and Performances Standards;
3. Parental involvement:
4. Pupil Achievement;
5. Pupil Engagement:
6. School Climate:
7. Enrollment and access to a Broad Course of Study:
8. Pupil Outcomes

Please see Appendix 1 for OCSA's Local Control and Accountability Plan ("LCAP").

In accordance with Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, OCSA shall update the goals and annual actions to achieve those goals and its LCAP using the template adopted by the State Board of Education pursuant to Education Code Section 52064, which update shall include all of the items required pursuant to Education Code Section 47606.5.

Conditions

This Charter is subject to the following conditions, and may be revoked in the event these conditions are not met within one hundred fifty (150) days after this Charter is renewed: OCSA shall demonstrate, to the District's sole and absolute satisfaction, that it currently has and will maintain the financial ability to assure the District (a) that the District will have no liability for any funding of the Charter School, and (b) that the risk of the Charter School defaulting on its financial obligations or obligations contained herein is acceptably low. Should the District have concerns regarding the financial stability of OCSA, both parties agree to submit to an arbitration panel comprised of one representative selected by the District, one representative selected by OCSA, and one mutually-agreed third party representative, to evaluate the financial solvency of the OCSA and render an advisory decision as to the financial stability of OCSA, which recommendation shall be presented to the District Board and considered prior to the District Board making a decision.

SIXTEEN REQUIRED CHARTER ELEMENTS (A-P)

Element One (A) - Educational Program

The target population for the Orange County School of the Arts is that group of students who have demonstrated talents and interests in the arts, grades 7 - 12, and who reside in Orange County and neighboring counties.

Talented students are defined as those students who have demonstrated abilities in, or show potential for advanced performance levels in acting, classical/contemporary dance, classical voice, commercial dance, creative writing, culinary arts, digital media, film & television, integrated arts, international dance, instrumental music, musical theatre, production and design and/or the visual arts.

Admission is based on combined ratings deemed from instructor recommendations, student interview and audition or portfolio reviews. Audition and selection panels are composed of arts specialists in their respective fields. Selection panels will identify and select students with existing potential talent in the arts areas stated above.

The primary mission of the Orange County School of the Arts is to provide an educational program that assists talented young people in understanding themselves as artists and prepares them for placement in higher education institutions and employment in the professional arts industry. The Orange County School of the Arts is committed to provide a nurturing and challenging environment that fosters democratic values, appreciation for cultural diversity and desire for life-long-learning. Through a diversified and balanced academic program complimented by a pre-professional arts curriculum, students will be prepared for future educational, career and personal success.

OCSA's academic program consists of a 7th – 12th grade curriculum aligned to the California Content Standards. All high school core courses during the academic portion of the day are UC approved a-g courses. At a minimum, students attending OCSA complete a rigorous program consisting of four years of Literature and Composition, 3.0 years of Social Science, 2 years of science (one life science and one physical science), 2 years of a World Language, and 2 years of math (students must complete geometry), 1 semester of health, and 1 year of performing arts.

All courses are listed with their a-g status, number of credits, prerequisites needed, and a short description of the course in the curriculum handbook, which is located on the school website. This is communicated to parents yearly through email blasts and letters sent home with the students.

All students have access to honors level classes in Literature and Composition and Social Science and sixteen Advanced Placement classes. The Advanced Placement classes consist of: AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Calculus BC.

AP Statistics, AP Chemistry, AP Physics 1, AP Biology, AP World History, AP US History, AP Economics, AP French Language, AP Spanish Language, AP Art History and AP Music Theory. Additions for 2015-2016 will include AP Physics 2, AP Psychology, AP Spanish Literature and AP Environmental Science. The afternoon courses focus on the arts. Many of the arts classes are also UC approved “f” courses depending on the number of hours they are offered each week. Students take a total of thirty-two credits a year in visual and performing arts. Upon completion of high school students receive a total of 368 credits (240 credits from the academic day and 128 credits from the arts portion of the day).

OCSA participates in all state testing, including CAHSEE and Smarter Balanced Assessments. Students who do not pass the CAHSEE participate in intervention classes to provide support needed for passing.

The teachers at OCSA have collaboratively created the Principles of Learning that they follow in their classroom. These include:

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks.
2. Students must perceive tasks to be worthy and feel increasingly competent so as to value their work effort.
3. Success depends on connecting small details and facts to big ideas, so students can understand new concepts and meet new challenges.
4. A true understanding must come from within, “the aha moment”, teachers cannot give students understanding. We can provide students with the tools and opportunities to reach their “Aha” moment.
5. Students need clear directions and guidelines and an understanding of the consequences of sub-par work or achieving/exceeding their goals.
6. Students need to know how they are performing on a regular basis in a meaningful way in order to help increase their skill level.
7. Understanding of content can be attained by regular reflection, self-assessment, and self-adjustment in using present knowledge to meet new challenges.
8. In order to deeply understand one must be open to new ideas, perspectives, and approaches to learning. Any new insight requires expansion of earlier ideas to include how things/information are/is interrelated. To do the following, learning is enhanced by a safe and supportive environment.

9. Students need a supportive environment to be able to take risks to facilitate deeper understanding.

10. Learning is enhanced when curriculum design integrates the learners' interests, preferences, strengths, contributions, and prior knowledge.

The Orange County School of the Arts believes that to be an educated person of the twenty-first century, graduates of the Orange County School of the Arts will be able to:

- Communicate effectively through reading, writing, speaking, and listening
- Understand and apply higher-order thinking skills: critical thinking, creative thinking, problem solving, decision making
- Demonstrate a strong work ethic and self-motivation in school in order to be good citizens and responsible, contributing members of society
- Apply the skills necessary to work effectively alone and in cooperative settings
- Demonstrate a positive attitude toward learning both now and in the future
- Use technology in order to access information, apply research skills, and solve problems in preparation for higher education and the worlds of work
- Demonstrate a sense of self-worth and knowledge of achieve realistic goals
- Respect, appreciate, and understand diverse culture
- Be aware of major events and their geographical loc, understand the complexities of a global society
- Demonstrate the knowledge of, and the desire for, physical fitness, healthy living, and mental well-being

These outcomes will occur through an instructional program and common assessments which incorporate learning modalities and allows student to learn in their preferred style. The minimum State-mandated instructional minutes shall be adhered to for the instructional day. Personal interpretation will allow students to create meaning in their learning. Applied practices and real life examples will give relevancy to the curriculum. The variety of assessments and projects will give students the opportunity to show these strengths. Collaboration will help motivate students to work with their peers. Activities ranging from acquiring knowledge to creating original pieces of work will exemplify the importance of Bloom's taxonomy and reinforce previously learned concepts. The integration of technology will prepare students for the future and facilitate information gathering. In essence, teachers will employ strategies that turn classrooms into communities of learners where participants are fully engaged in acquiring knowledge, skills, attitudes and processes appropriate for each academic and content area.

OCSA students will meet all Santa Ana Unified School District academic standards and all academic standards as adopted by the State Board of Education. Students will graduate with an OCSA diploma in addition to any other credential, diploma, or recognition OCSA may choose

to award its graduates. OCSA will maintain accreditation from the Western Association of Schools and Colleges.

OCSA's student/teacher ratio and average class size shall be no greater than those of the District in comparable grades and subject matters.

OCSA shall provide English Language Development instruction and support to identified English Learner students whose California English Language Development Test (CELDT) results indicate less than reasonable English proficiency. This includes students whose overall CELDT English proficiency scores register at the following levels:

Beginning

Early Intermediate

Intermediate

OCSA's course of study shall meet all current and future District and State standards for each content area including English/Language Arts, English Language Development, Mathematics, Science, History/Social Science, and Visual and Performing Arts. OCSA shall maintain (and provide to the District annually) a description of each course offered including content of course pre-requisites, required demonstration of proficiency, and textbooks.

OCSA will collaborate with the District if requested to develop appropriate art programs on their respective campuses. OCSA will share its expertise, experience, best practices, contacts, and other resources to encourage full development of the arts programs in the designated art school in the District.

Special Education Services/Section 504

The following provisions govern the application of special education to OCSA students: It is understood that all children will have access to OCSA and no student shall be denied admission based solely on disability status.

Pursuant to Education Code Section 47641, OCSA has elected to be deemed a public school of the District for special education purposes.

In accordance with Education Code Section 47646, a charter school that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending OCSA shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District, as the agency that granted the

Charter, shall ensure that all children with disabilities enrolled in OCSA receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities Education Improvement Act of 2004 “(IDEIA”).

Also in accordance with Education Code Section 47646, as a charter school that is deemed a public school of the District for purposes of special education, OCSA is required to contribute “an equitable share of its charter school block grant funding to support district-wide special education instruction and services, including, but not limited to, special education and instruction and services for pupils with disabilities enrolled in” OCSA.

Section 504 and the ADA

Absent specific agreement of the parties to the contrary, OCSA shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students. Should OCSA be unable to provide the services necessary to comply with the requirements of Section 504, OCSA may request that the District provide the necessary services, and the District may agree if it so chooses in its sole discretion, at a cost to be negotiated between the District and OCSA separate from the terms of this Charter and/or OCSA may contract with outside service providers at OCSA’s sole expense.

Services

OCSA and the District intend that OCSA will be treated by the District as any other public school in the District with respect to the provision of special education services, including the allocation of duties between OCSA staff and resources and District staff and resources.

Division and Coordination of Responsibility

The District and OCSA agree to allocate responsibility for the provision of services [including but not limited to identification, evaluation, IEP development and modification, and educational services] in a manner consistent with their allocation between the District and its local public school sites. All special education services to be provided to OCSA students beyond the services to be performed by general education personnel and/or the type provided by general school site administrators at District schools, will be performed by employees, consultants, or other representatives of the District, except as specified in this Section. The District shall be solely responsible for hiring and directing the individuals or entities to provide such special education services to OCSA students, except as specified in this Section.

As long as OCSA has a student enrollment of 1,000 or more students, OCSA may choose to employ a Special Education Coordinator to perform the duties specified in the job description attached hereto as Exhibit A. The Special Education Coordinator shall serve as the lead for coordinating special education services to OCSA students, and shall coordinate all such services with the District’s Assistant Superintendent of Support Services, or designee. The District shall retain ultimate authority over the manner in which such services are to be provided. The

Special Education Coordinator shall carry out all of the duties and functions of that position as part of the coordination and provision of special education services to OCSA students, whether designated as responsibilities of OCSA or the District by the terms of this Charter. The District will reimburse OCSA, on a quarterly basis, from special education funds, for the costs of such Special Education Coordinator, including salary and benefits, in an amount equivalent to what the District would pay for a District employee with the same qualifications placed on the District's salary schedule as a "coordinator." Any Special Education Coordinator so employed by OCSA shall be solely an employee of OCSA for all purposes, including but not limited to for purposes of the Educational Employment Relations Act, and shall not be deemed or considered an employee of the District for any purpose.

Additionally, so long as OCSA has a student enrollment of 1,000 or more students, OCSA may choose to employ its own Resource Specialist(s) to provide special education services to OCSA students. The District will reimburse OCSA, on a quarterly basis, from special education funds, the costs of such Resource Specialist(s) including salary and benefits, in an amount equivalent to what the District would pay for a District employee with the same qualifications placed on the District's certificated salary schedule. OCSA may be reimbursed for the costs of one full-time equivalent ("FTE") Resource Specialist without regard to how many OCSA students require the services of a Resource Specialist, and for additional FTE or portions thereof on the basis of a Resource Specialist caseload of 28 students. (E.g., should OCSA enroll 42 students with IEP's requiring Resource Specialist services, the District will reimburse OCSA for the costs of 1.5 FTE.) Any Resource Specialists employed by OCSA shall provide all services in full compliance with the District's policies, practices, and directives for the provision of special education services. Any Resource Specialist(s) so employed by OCSA shall be solely an employee(s) of OCSA for all purposes, including but not limited to for purposes of the Educational Employment Relations Act, and shall not be deemed or considered an employee(s) of the District for any purpose.

The Special Education Coordinator and/or Resource Specialist(s) employed by OCSA shall follow all District practices and requirements for providing special education services, including, but not limited to, following the District's record-keeping and documentation practices.

OCSA shall inform the District in writing, on or before March 15 of each year, if OCSA determines that it does not want to employ its own Special Education Coordinator and/or Resource Specialist(s) for the following school year. Should OCSA not inform the District in writing of such a decision, OCSA shall be responsible for the hiring and employment of such individuals for the following school year.

If a problem arises with any of the District personnel providing services on the OCSA site, OCSA and the District shall discuss the concerns within a reasonable period of time after the issue is raised by the other party. Re-assignment of personnel in response to such concerns shall occur only when the District deems appropriate. If the District takes or refuses to take personnel action with regard to its special education providers on OCSA's site, over the objection of OCSA, the District shall take full responsibility for any actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's

fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered that results from its actions or inactions related to the placement of District personnel on OCSA's campus.

The District and OCSA shall meet no later than April 15 of each year to ensure a mutual understanding of the allocation of duties between OCSA and the District for the following year.

Identification and Referral:

OCSA shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. OCSA will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. OCSA is solely responsible for obtaining the cumulative files, prior and/or current IEP and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and utilized, where appropriate.

The District shall provide OCSA with the technical and consultative services that it generally provides its other public schools in the identification and referral processes. The District will ensure that OCSA is provided with notification and relevant files of all students transferring to OCSA from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between District schools. All records and files will be released with the signed permission of the parent/guardian.

Assessment:

The District shall make the determination as to what assessments are necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District's general practice and procedure and applicable law. OCSA shall not conduct assessments or recommend independent assessments without prior written approval of the District.

Individualized Education Plan:

Responsibility for arranging necessary IEP meetings shall be conducted in accordance with the District's general practice and procedure and applicable law. OCSA shall ensure the attendance of all necessary OCSA employees at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at OCSA.

Eligibility and Placement:

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives of OCSA (or designees when necessary) and representatives of the District (or designees when necessary). Services and

placements shall be provided to all eligible OCSA students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education. No pupil with special needs shall be continued in enrollment in OCSA unless the IEP team determines that OCSA is an appropriate educational placement, except for such period of time as enrollment at OCSA constitutes the student's "stay-put placement."

Educational Services and Programs:

To the extent that the agreed upon IEP requires special education or related services, the OCSA Special Education Coordinator shall arrange for the provision of such services through the OCSA Resource Specialist(s) or District providers and/or contractors, as necessary and appropriate, in the same manner that such services are provided to the students at other District schools. District services shall include technical and consultative services by District staff to OCSA staff in the same manner that District staff consults with staff at other District schools.

Parent Concerns:

OCSA shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to OCSA and/or District staff. OCSA staff shall inform the designated representative of the District of any such concerns. The District, in consultation with OCSA's staff as necessary, shall respond to and address the parent/guardian concerns.

Complaints:

In consultation with OCSA, the District shall address/respond to/investigate all complaints regarding special education services at OCSA. OCSA's Uniform Complaint Procedure shall designate the District's Uniform Complaint Procedure officer as the designated official for complaints regarding special education services.

Due Process Hearings:

In consultation with OCSA, the District may initiate a due process hearing on behalf of a student enrolled in OCSA as the District determines is legally necessary to meet a local educational agency's responsibilities under federal and state law. The District and OCSA shall cooperate in defending any due process hearing brought by a student enrolled in OCSA. In the event that the District determines that legal representation is needed, the District/OCSA shall be jointly represented by District legal counsel. In the event OCSA elects to utilize separate legal counsel, OCSA shall bear the costs of its separate legal counsel.

The District agrees to indemnify, defend, and hold harmless OCSA and its Board, Board members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "OCSA and OCSA personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against OCSA and/or OCSA Personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of the District, its Board of Trustees,

administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns related to the provision of special education services pursuant to this Charter.

OCSA agrees to indemnify, defend, and hold harmless the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter "District and District personnel") against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and District personnel (including but not limited to due process complaints and/or compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claimed by any person, firm, or entity which is due to the acts or omissions of OCSA and OCSA personnel, and OCSA subcontractors and invitees under the Charter, related to the provision of special education services pursuant to this Charter.

SELPA Activities and Meetings:

The District Superintendent or designee shall represent OCSA at all SELPA meetings as it represents the needs of all schools in the District. Reports to OCSA regarding SELPA decisions, policies, etc. shall be communicated to OCSA as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to OCSA staff and OCSA staff shall be required to attend to the same degree as District staff holding equivalent positions are required to attend such training, unless the District's Assistant Superintendent of Support Services or designee specifically excuses OCSA personnel in writing from participation in a particular training because it is determined that the training is not necessary or relevant for OCSA personnel.

School District of Residence:

The District shall be responsible for providing all special education services to all students of OCSA regardless of their school district of residence, with appropriate services provided by the OCSA Special Education Coordinator and OCSA Resource Specialists

SELPA Requirements:

OCSA agrees to adhere to the policies and requirements of the Local Plan for Special Education and to all District policies, procedures, and practices regarding identification, referral, record-keeping, and provision of services to special education students.

Contracted Services:

If needed due to a shortage in special education staff, it is the responsibility of the District to seek out contracts with other school districts, companies, or organizations to serve OCSA students. OCSA may assist the District in procuring such services.

Funding

Retention of Special Education Funds by District:

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, OCSA has elected the status of any other public school in the District for the purposes of special education services and funding. The District has agreed to provide special education services for OCSA, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for OCSA students through the SELPA.

School Contribution of Equitable Share of OCSA Funding:

Additionally, OCSA shall contribute a pro-rata share of its charter school funding to support the District's unfunded special education costs ("general fund support"). The requirement that OCSA pay this general fund support, as specified in this Section of the Charter, shall go into effect upon the District providing OCSA 15 months' written notice that the District will be assessing general fund support from OCSA.

At the end of each fiscal year, the District shall calculate OCSA's pro-rata share of the District-wide general fund support for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to OCSA and any/all other charter schools for which the District provides LEA services in the same or similar manner) divided by the total number of District ADA (including OCSA students and students from any/all other charter schools for which the District provides LEA services in the same or similar manner) and multiplied by the total number of OCSA ADA (ADA calculation from P2). OCSA ADA shall include all students, regardless of home district.

The District shall calculate the amount of OCSA's share of the general fund support upon receipt of the certified P2 reporting data. The District shall provide OCSA with documentation as to the calculation of OCSA's share of general fund support and allow OCSA an opportunity to provide input and respond to the calculation prior to invoicing OCSA for the prior year. The District shall then invoice OCSA for its share of the general fund support.

Payment shall be due and payable within 30 days of invoice. If not fully paid, the remaining amount of OCSA's share of the general fund support shall be offset against the District's next succeeding in-lieu property tax apportionments until paid in full.

The District shall provide an estimate of OCSA's share of the general fund support for the following year by June 30 of each year for budgeting purposes. This estimate shall not be binding and OCSA shall be fully responsible for its actual share of general fund support.

Costs of Special Education Services

The District shall be responsible for all costs related to the special education service needs of OCSA students in the same manner as any other students of the District, in accordance with Education Code Section 47646.

Copies of IEP's

OCSA staff shall conform with all state and federal laws and District procedures related to IEP's, specifically including, but not limited to, those required by the District's web-based IEP system, including, but not limited to, the requirement that IEP's be affirmed and attested to by appropriate members of the IEP team. Additionally, within five days of receiving written parent signature(s) on an IEP, the OCSA Special Education Coordinator shall provide a hardcopy of the signature page of the IEP to the Assistant Superintendent of Support Services.

OCSA Election to Become LEA

Should OCSA ever determine that it is interested in becoming its own local educational agency ("LEA") for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide the District with written notice that it is considering such a change on or before July 1 of the year preceding the fiscal year in which OCSA would become its own LEA. Additionally, OCSA must provide the District with final written notice that it has made a final decision to become its own LEA on or before January 1 of the fiscal year preceding the fiscal year in which OCSA would become its own LEA. At the time OCSA provides such final notice, the notice must include verifiable written assurances that OCSA will participate in a special education local plan area (SELPA) approved by the State Board of Education in accordance with Education Code Section 47641(a) and that it will provide special education services in accordance with federal and state law, including proof of OCSA's acceptance as a member of a SELPA for the fiscal year in which OCSA will become its own LEA. At any time that OCSA becomes its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to OCSA students, regardless of school district of residence of such students, and OCSA shall be exclusively responsible for the coordination and provision of special education services to OCSA students and for any and all other obligations of a school or school district relative to services for students with special needs.

Element Two (B)- Measurable Pupil Outcomes

OCSA's goal is to create a school that motivates and assists all students in meeting proficiency on state academic standards. Annual review of data will be conducted to track progress toward goals, as measured by the CAASP results and benchmark assessments in reading, writing, language proficiency and mathematics. The School will ensure alignment of the curriculum in order to ensure success for all students in meeting the requirements of the California High School Exit Exam and any other state-required standards test. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions. **See Appendix 1 for a more detailed description of current goals and priorities as outlined in the OCSA LCAP.**

OCSA intends to graduate its students with several measurable results:

- Satisfactory completion of all course requirements and attainment of required proficiency levels to be eligible to be granted an OCSA diploma
- A course of learning in the arts or design that greatly increases opportunities for immediate well paid employment
- SAT scores, a transcript, a portfolio and college credits that greatly increase opportunities for admission to a college, CSU, UC, or equivalent institutions
- Demonstrated abilities and a portfolio that greatly increase opportunities for admission to post-secondary institutions that specialize in the performing arts or design

OCSA students will meet all District academic standards and all academic standards as adopted by the State Board of Education. OCSA students shall meet all current and future District requirements for a high school diploma.

Element Three (C) - Method of Measuring of Pupil Progress

OCSA will comply with all state assessment requirements.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

OCSA will separately assess learning in the arts or design depending on the student focus.

Daily instruction will provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and performance samples. OCSA will measure progress on an ongoing basis so parents and educators know how well students are performing. OCSA shall follow at a minimum, the District's regulations for promotion, retention, and intervention for underperforming students, including English Language Learner/Limited English Proficient students.

Prior to excluding a student for academic underperformance, OCSA shall take reasonable steps to intervene on behalf of the student. OCSA has developed a remediation program to raise the performance of the student, which shall include commitments on the part of the Charter School as well as the family of the student.

The Remediation Program provides that no student may be excluded for academic underperformance prior to the completion of one full semester during which the Remediation Program is implemented. The Remediation Program is set forth below:

REMEDIATION PROGRAM

The educational value of the Orange County School of the Arts is that academic intervention is an ongoing process within daily instruction. During instructional time, all teachers work at differentiating their instruction, using strategies that engage all learners, and modifying their curriculum so that each learner may work to their highest potential

For students whose Grade Point Averages show they are at academic risk, the following program is put into place:

At the first progress report, students with below a 2.0 receive a letter warning that they may be put on academic probation if they do not raise the GPA to a 2.0 or above by the end of the semester. Other supports and interventions include but are not limited to:

- Parents have the option of putting their child on a Weekly Progress Report and attending Block 7 study.
- Students are called in to the office to talk about their goals for bringing up the GPA.
- A SST Team may be held to discuss interventions that teachers can use in their classroom.

- A student tutor may be assigned to the student to help give one-on-one help and motivation to improve the student's grade.
- Parent/teacher/student conferences may be held to discuss ways for school and home to work together to support the child.
- The student may be placed in an academic lab, to receive extra support and help.

At first semester, if a student has below a 2.0 they are placed on academic probation and extra-curricular conservatory activities are curbed until the GPA is raised. A meeting is held with the student and their parents to discuss remediation plans. The students are put on weekly progress reports, assigned to Block 7 for study hall and academic tutoring, daily planner signatures, or further testing depending on the individual need. SST team meetings are held with teachers to discuss interventions in the classroom. The students are monitored throughout the semester.

If at the end of the second semester the student has achieved a GPA of 2.0 or higher, he/she will be removed from academic probation. At the end of the second semester, if the student still has not achieved a GPA of 2.0 or higher, he/she will be dismissed from the school after being afforded due process, provided that nothing in OCSA's academic probation, Remediation Program, and dismissal related to academic performance standards or procedures shall supersede OCSA's nondiscrimination obligations, including prohibitions against discrimination on the basis of mental or physical disability and/or qualification under the IDEIA and/or Section 504. Should a student's special education/Section 504 status, accommodations, or EL status have an impact on whether the student meets OCSA's academic criteria for ongoing enrollment at OCSA, the failure to meet those criteria shall not automatically result in the student being dismissed from OCSA based on academic performance. Such the student shall be afforded all of the protections of those laws (including all applicable accommodations) in considering his or her ongoing enrollment at OCSA.

If a student's GPA falls below 2.0, and the student corrects the deficiency by successfully completing a class or classes in summer school, the student will be removed from academic probation and/or will be readmitted to the Charter School.

Annually, OCSA shall review all instances of placement on academic probation and/or dismissal for academic performance, analyzing: (1) any indications of a disproportionately high incidence of students with a protected characteristic or EL students, and (2) any other indicia of disparate impact on such students. If such evidence is present, OCSA shall undertake immediate revisions of its academic probation criteria, remediation process and academic dismissal procedures to fully address such impacts. Records of such annual review and any such corrective measures shall be maintained as permanent records.

OCSA shall provide the District, on a semi-annual basis (mid-year and end-of-year), a report of student progress including disaggregated (by race/ethnicity, socioeconomic status, and English language fluency) data on student course enrollment and grades, participation and performance results of state-mandated testing programs, including the Stanford Achievement

Test, CAASPP, California High School Exit Exam, California English Language Development Test, Scholastic Aptitude Test (SAT), and Advanced Placement exams.

Element Four (D) - Governance

While OCSA intends to collaborate extensively with the Santa Ana Unified School District, OCSA and its officers, board members, employees and volunteers, shall operate and provide school services pursuant to this Charter as a wholly independent entity. Santa Ana Unified School District and OCSA shall not in any way or for any purpose become or deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions of liabilities of OCSA. OCSA will be operated as a duly constituted California nonprofit public benefit corporation and governed in accordance with applicable California Corporations Code Sections. As provided for in the California Corporations Code, OCSA will be governed by its Board of Trustees, whose members have a legal fiduciary responsibility for the well-being of the School. **Current OCSA Articles of Incorporation and Bylaws are attached as Exhibit B.**

OCSA articles and bylaws shall not be applied or modified in a manner inconsistent with the provisions of the approved charter. In the event that either the Articles or Bylaws are in conflict with the current charter, the terms of the charter shall prevail and OCSA's Board of Directors shall make amendments consistent with the requirements of the charter. OCSA shall provide written notice to the District Superintendent or designee of proposed revisions of the articles and/or bylaws at least three weeks prior to consideration for a revision by the corporate Board of Directors, and shall promptly provide a final version of any such Board approved revisions.

Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to OCSA's governance structure and/or Charter, OCSA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. The OCSA bylaws shall specify these procedural requirements for revision to the bylaws and shall further specify that in the case of a conflict between the articles or bylaws and this Charter, OCSA's Board of Directors shall take prompt action to revise the articles or bylaws or seek a material revision to the Charter to make the articles, bylaws, and Charter consistent.

In the case of a conflict between the requirements of this Charter and the provisions of OCSA's articles and bylaws, action taken in accordance with such articles or bylaws which conflicts with or is inconsistent with the requirements of this Charter shall be a violation of this Charter. Should the provisions of this Charter conflict with the policies, practices, or terms of any collective bargaining agreement or other agreement of OCSA, the provisions of this Charter shall prevail.

OCSA shall provide to the District Superintendent or designee electronic copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees subject to the Brown Act, on or before the date required for posting of such agendas in compliance with the Brown Act.

The Orange County School of the Arts will be governed by a five member Board of Trustees. This Board will meet on a regular basis and will comply with all applicable regulations.

Notwithstanding any conflict in the OCSA Articles of Incorporation or Bylaws or the law controlling non-profit corporations, all business of OCSA and its Board of Directors shall comply with all laws controlling charter schools. OCSA shall comply with the Ralph M. Brown Act, Government Code Section 1090 *et seq.*, the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. By the terms of this Charter, OCSA is obligated to comply with the requirements of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 to the same extent as if OCSA were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 *et seq.* and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

Appointment of OCSA Board Members

The OCSA Board will have five members. Board members shall be selected to represent parents, the arts community, educators, community business leaders, and its sponsoring district. All Board members will be selected with skills and experience to match their board responsibilities. The Governing Board of the District shall retain its statutory right pursuant to Education Code section 47604(b) to appoint one additional member and an alternate for such member to the Board of Directors. OCSA shall be allowed to advise the Board in the selection of such District member.

Any District Board appointee shall serve solely at the District Board or designee's discretion and may serve an unlimited number of consecutive terms. The OCSA Bylaws shall specify that no restrictions on the appointment, service, or terms for removal of other members of the OCSA Board of Directors shall apply to any District Board appointee and such appointee shall serve at the pleasure of and be removed only by the action of the District Board or designee.

The OCSA Board of Trustees will be responsible for:

- Hiring and evaluating the Principal and/or Executive Director of the School.
- Approving and monitoring the implementation of general policies of the School, including effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.
- Approving and monitoring the School's annual budget, acting as fiscal agent. This includes the receipt of funds for the operation of the School in accordance with state and federal charter school laws and the receipt of state, federal and private grants and donations consistent with the mission of the School.

- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of School programs.
- Executing all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation and Bylaws, and this Charter necessary to ensure the proper operation of the School.
- Preparing and submitting, on a semi-annual basis (mid-year and end of year), reports to the District regarding OCSA's progress in implementing this Charter and other specific matters as the District Board requests.

Parent/Community Involvement

OCSA will additionally involve parents, educators, and art professionals on a regular basis to advise OCSA on the operations of the School. Similarly, they will advise on curriculum, instruction, fundraising, and governance, all with the purpose of increasing student achievement and employment in the arts industry. These parent involvement group opportunities will be communicated to parents through our normal communication strategies including electronic communications, registration materials and the monthly school newsletter. These current committees include: Parent Support Organization (PSO) and Parent Advisory Committee (PAC).

Element Five (E) - Employee Qualifications

OCSA shall adhere to Education Code § 47605(1), all California Commission on Teacher Credentialing requirements, and the No Child Left Behind Act in the hiring of all faculty and staff for the Charter School.

To the extent required by law, teachers in the School will be required to 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. This will include emergency permits and credentials, if necessary. Teachers of English Language Learners shall have State English Language Development certification. Teachers of students in Special Education shall have State Special Education credentials.

As provided by law and as practiced by OCSA in the past, the School may exercise flexibility with regard to those teaching non-core, non-college preparatory courses. OCSA takes full and complete responsibility for the application of “flexibility” regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code Section 47605(l), including any impacts its use of such “flexibility” may have on OCSA’s funding, and the insurance and indemnification provisions of this Charter shall apply with full force and effect to protect the District from any and all potential claims or liabilities that may arise from the application of “flexibility” in credential requirements for non-core, non-college preparatory classes at OCSA.

OCSA may employ qualified adults to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the teachers and OCSA.

Within the provisions of the law, OCSA reserves the right to recruit, interview and hire anyone at any time who has the best qualifications to fill any of its position vacancies.

OCSA shall not discriminate against any applicant or employee on the basis of race or ethnicity, creed, color, nationality, religion, age, gender, sexual orientation, disability, or other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, or any other basis prohibited by law.

The Executive Director or the Principal will hold a current California Administrative Credential and the required course work as required by any California public school administrator holding a comparable position in a non-charter school. Education must include at minimum a Master’s Degree in Educational Administration.

OCSA shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of OCSA. Such services may be provided either by an employee of OCSA or by a consultant (or consultant group) hired by OCSA. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the

services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity or the equivalent experience.

All Management staff, as required by law, shall receive on-going staff development and management training including training in Sexual Harassment.

Element Six (F) - Health and Safety Procedures

OCSA will comply with all applicable safety laws. OCSA will require that each employee of the School furnish the School with a criminal record summary as described in Section 44237 of the Education Code including the requirement that, as a condition of employment, each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. OCSA shall utilize the services of the District at customary rates for Department of Justice checks and fingerprinting.

OCSA has developed health, safety, and risk management policies in consultation with its insurance carriers and risk management experts. **OCSA has developed extensive safety and emergency procedures in conjunction with local fire and law enforcement agencies, attached as Exhibit C.**

OCSA will assess its school buildings for structural safety, using the existing state, county and city standards for independent and parochial schools.

OCSA, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. OCSA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. OCSA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

OCSA is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression, or disability. OCSA has developed a comprehensive policy to prevent and timely remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct), as well as comprehensive policies to address any type of discrimination, harassment, or bullying. OCSA takes misconduct of this nature very seriously and will address such misconduct in accordance with its adopted policies and procedures.

Element Seven (G) - Achieving Racial and Ethnic Balance

The philosophy, policies, and procedures of OCSA shall at all times be dedicated to enhancing, achieving, and maintaining racial and ethnic balance in its student population and staff. All students will be considered for admission, accepted for admission, and retained in the School without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law. OCSA's plan to achieve a racial and ethnic balance among its pupils will, at a minimum, establish goals and timetables that fully embrace the concept of achieving and maintaining a diverse student population. In particular, the plan will include an aggressive recruitment plan designed to achieve these goals. A report on the progress toward these goals will be presented to the Board of Education of the District and to the Board of OCSA by October of each school year and during the spring term, prior to the recruitment period for each school year.

The Orange County School of the Arts will work collaboratively to develop programs to identify and enroll students to achieve and maintain a racial and ethnic balance reflective of the general population residing within the District's territorial jurisdiction..

These programs include:

Camp OCSA – is an arts training workshop at the Orange County School of the Arts and offered free of charge to students, grades 4-6, attending schools in Santa Ana. Camp OCSA is a positive, nurturing environment for young people with an interest in the arts and the desire to discover and develop their talents.

Camp OCSA offers a ten-week workshop in the evenings on campus at OCSA. It is designed to introduce young people with little or no experience in the arts to the basic language, technique and skills in disciplines such as dance, acting, singing, painting and drawing and guitar. There is no tuition and all necessary educational supplies and materials are provided. All classes are taught by OCSA students in the 10th-12th grade and are under the advisement and direction of the Orange County School of the Arts faculty and the Director of Community Programs. Since 2001 when Camp OCSA was established, we have served over 6,500 students from Santa Ana.

The program not only affects the students involved in the program, but has a lasting positive effect on the local community as a whole. It is important to emphasize that the program is staffed with bilingual staff. All written and verbal communications with the parents and the community are done in both Spanish and English. Brochures/applications (in Spanish and English) are delivered to the students in Santa Ana who are in grades 4th, 5th and 6th every year. Each year, the program culminates with a performance and an art exhibit at the end of the ten weeks.

Gluck Community Service Arts Fellowship Program at the Orange County School of the Arts provides for free artistic performances and programs for underserved/underrepresented individuals in numerous community venues such as youth centers, schools, nursing and retirement facilities, health centers, parks, and community agencies. Soloists, ensembles and performance groups typically present concerts/performances of approximately 25-40 minutes in length that include interaction with the audience and may include discussion about technique, musical motifs or other pertinent information.

Some of the community partners are: The Orange County Educational Arts Academy, El Sol Academy, the Orange County Children's Therapeutic Arts Center, Santa Ana Police Athletic and Activity League, The Santa Ana Public Library, The Boys and Girls Club of Santa Ana, The UCI Medical Center in Santa Ana, Loaves and Fishes Soup Kitchen, Ronald McDonald House, Bowers Museum, The Blind's Children Learning Center, Hands Together, and The Santa Ana Zoo, to name a few.

The California Arts Center at the Orange County School of the Arts is open to all children and adults interested in enriching their lives through arts education. Through the weekend, evening and summer classes, students have the opportunity to participate in a unique experience in arts education that might not otherwise be available to them. Scholarships are offered to students who have a financial need. All classes are taught by professional artist teachers from the Orange County School of the Arts on the school campus, presented by the Orange County School of the Arts Foundation.

Element Eight (H) - Admission Requirements

OCSA shall admit all pupils who wish to attend the School and who demonstrate talent in the performing or visual arts consistent with the OCSA curriculum and standards.

Applicants are encouraged to request and will receive accommodations if needed for the application process to assure that students with special needs who may qualify for services pursuant to the IDEIA and/or section 504 and students with EL status shall not be excluded from application or admission solely on the basis of the disability.

Pupils will be considered for admissions without regard to ethnicity, national origin, gender or disability, race, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Penal Code section 422.55.

Academic admission criteria shall specifically assure that students with special needs who qualify for services pursuant to the IDEIA and/or Section 504 will not be excluded from admission solely on the basis of their disability, but rather, the academic admission criteria will allow for admission taking account of their special needs. Academic admission criteria shall not have a discriminatory or disparate impact on the basis of any other protected characteristic, including EL status.

A parent/guardian who provides reliable evidence that the denial of admission is a direct result of the student applicant's special education/504 or EL status may seek review of the decision not to admit.

Admission practices will be administered in accordance with provisions defined by charter school law. If the number of students who wish to attend OCSA exceeds capacity, among equally qualified applicants, preference will be extended to pupils who reside in the District.

Student admission requirements and processes are described in Exhibits D (Academic) and E (Audition Requirements).

Students will be rank-ordered based on established audition rubrics. Students will be selected for each conservatory program based on their place in this rank-order. Should there be more "Qualified" students than enrollment slots allow, Qualified, in this case defined as those students who have met both the Academic and Audition requirements, then a public random drawing will be held to determine student enrollment.

OCSA will annually evaluate all students and consider them for readmission over new applicants based on published criteria.

OCSA will strive to have a minimum of thirty percent (30%) of the student body composed of students who reside in the District; provided, however, in the event OCSA fails to meet this requirement, the District and OCSA shall agree to an Outreach Plan to meet this goal.

So long as OCSA is acting in good faith to comply with the Outreach Plan, OCSA's failure to meet this requirement shall not be cause for revocation of this Charter. OCSA will set no maximum limit to the number of Qualified students from the District who may be admitted to OCSA. The Outreach Plan will define OCSA's strategies for outreach to assure the minimum participation from the District.

Outreach Plan

As part of the Outreach Plan the School shall target the programs described in Element 7 to the current students of the District.

As part of its commitment to the community of Santa Ana and the District, OCSA shall hold workshop sessions to review the application requirements and processes with students, at least three months prior to the opening of each application filing period. These workshops will explain and demonstrate such admissions requirements as audition specifications, portfolio submission, and other performance or demonstration expectations.

In addition to the community programs described in Element Seven, the Outreach Plan includes a marketing plan which details significant outreach activities in Spanish language media, and other language media as needed, including without limitation newspaper and television. The marketing plan shall also include the preparation and distribution to the District of recruiting materials in English and Spanish. OCSA shall also develop applications in other languages, as needed.

The Outreach Plan includes scheduled dates, times, and locations of open house, informational meetings, auditions, and other activities in a manner which ensures, to the extent possible, that District students and racial and ethnic minorities are able to attend.

The Outreach Plan also includes a program which ensures that arts teachers within the District have access to open houses, informational meetings, auditions, student evaluation and ranking sessions, and other activities, such as meetings provided solely for arts instructors, so that they may be better equipped to prepare their students or identify talent for the Charter School.

The OCSA shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, (collectively "Free Schools Guarantee") in all aspects of the Charter School program. Under no circumstances shall any student be adversely impacted, in any manner, in admission or in any academic program whatsoever, for financial reasons, including without limitation a failure to make a financial contribution of any kind. Students who have a documented financial need will

not be denied participation in any activity, rehearsal, presentation, or performance due to the inability to purchase costumes, supplies, instruments, or any other equipment or pay for any related travel costs related to school performances or activities, which costs shall only be required to be borne by students to the extent that it is permissible under the Free Schools Guarantee. OCSA shall develop and maintain a fund for low income students to provide for permissible costs of supplies and materials and to assist students with daily transportation assistance (e.g. bus passes) and to develop a payment plan to assist with the payment of funds for particular kinds of events that are not “educational activities” of OCSA and for which costs are permissibly required to be borne by students pursuant to the Free Schools Guarantee (e.g. tours). OCSA will also provide funds relating to field trips, tours, transportation, or anything necessary for students to fully participate in OCSA performances or extracurricular activities. As needed, OCSA will provide free or reduced priced tickets to all OCSA performances in which students appear, in order to ensure that parents and close family members of the student performers are encouraged and able to attend regardless of financial considerations. Policies regarding eligibility for these funds and the process for accessing these funds will be made available to all OCSA students. Requests for financial assistance will be handled confidentially by the OCSA business office.

Element Nine (I) - Annual Financial Audits/Financial Documents

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

These financial audits shall be conducted by an independent auditor, approved in advance by the District Board, and included on the State Controller’s approved list of independent auditors. The auditor will verify the accuracy of the School’s financial statements, accounting practices, revenue-related data collection and reporting practices and will review the School’s internal controls. The audit will include a review of ADA as reported by OCSA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Moreover, the audits will assure that the School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. OCSA agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the District, the California Department of Education, the State Controller and the Orange County Superintendent of Schools by December 15th following each school year or at a mutually agreed upon earlier date. OCSA will provide interim financial data required by the District to fulfill its obligation to the county and state.

The audit is a public record to be provided to the public upon request.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than three percent (3%) total; in all other cases, OCSA shall bear the cost of the audit.

In addition to the above:

1. OCSA will give SAUSD at least thirty (30) calendar days written notice prior to renegotiations of lease terms of existing facilities or before entering into new lease agreements for facilities.
2. OCSA will give SAUSD at least thirty (30) calendar days written notice prior to entering into any additional loan borrowings. If the District believes that it is not financially viable for OCSA to enter into new financial obligations, OCSA will address the concerns and inquires of the District, to the satisfaction of the District, prior to entering into any additional loan borrowings.
3. OCSA will provide written notification to SAUSD in the event of default or late payment of any current or future OCSA loan/lien holder obligations. Said notification must be provided within ten (10) calendar days of the default or late payment. When the late payment or default has been cured, written notification to the District must be provided within ten (10) calendar days of the cure.
4. In the event that OCSA needs to borrow funds from SAUSD, a corrective action plan will also be submitted with the request. OCSA shall provide SAUSD with written notice of its need to borrow funds at least 30 days prior to requesting to borrow funds from the SAUSD and/or any other potential source of funds. Nothing in this Charter shall be interpreted as a guarantee that SAUSD will loan any funds to OCSA.
5. OCSA will notify SAUSD of any pending litigation or legal action taken against OCSA within 30 calendar days of OCSA receiving said notice.
6. OCSA agrees to use SAUSD approved financial reporting formats that are in compliance with CDE specifications. This includes: Cash Flow, Multi-year Budget Projections, Interim reports, Current Year Budget Assumptions and the Charter School Unaudited Actuals Financial Report Form.

Please see OCSA Five Year Proforma Budget on the next page.

Proforma Budget

ORANGE COUNTY SCHOOL OF THE ARTS

FIVE YEAR PROFORMA BUDGET

NMTC RESTRUCTURE LOAN \$12M, 4.5%, 20 YR, FULLY AMORTIZED, DEC 2017

	14-15	15-16	16-17	17-18	18-19	
Enrollment	1,910	2,120	2,120	2,120	2,120	
Increase in Enrollment	0	210	0	0	0	
ADA	1,862	2,067	2,067	2,067	2,067	
LCFF per ADA	7,181	7,712	7,979	5% 8,378	5% 8,797	
REVENUE:						
State ADA Funding	13,373,603	15,940,961	16,493,208	17,317,326	18,183,399	5% Incr 17-18, 18-19
Lottery Revenue	270,026	307,208	314,888	322,760	330,829	2.5%
Special Ed Reimbursement	389,760	399,504	409,492	419,729	430,222	2.5%
Other State and Federal Revenue	50,000	50,000	50,000	50,000	50,000	Title I, II
Facility Grant (SB740)	100% 1,396,688	100% 1,550,250	100% 1,550,250	75% 1,162,688	50% 775,125	Max = \$750/per ADA
Parent Funding Contributions	5,000,000	5,565,000	5,777,000	5,989,000	6,201,000	Incr per year \$100 per student funding rate
Leadership Revenue, Net	40,000	40,800	41,616	42,448	43,297	2%
Food Service, net	178,000	181,560	185,191	188,895	192,673	2%
Miscellaneous	300,000	303,000	306,030	309,090	312,181	1%
TOTAL SCHOOL REVENUE	20,998,077	24,338,283	25,127,675	25,801,936	26,518,727	
OCHSA Foundation Contributions	656,518	672,931	689,754	706,998	724,673	+2.5% incr (due to Admin PR Alloc)
OPUS FUND Contribution	150,000	300,000	300,000	300,000	300,000	
TOTAL REVENUE	21,804,595	25,311,214	26,117,429	26,808,934	27,543,400	
EXPENSES:						
Salaries Admin	4,296,608	4,469,987	4,567,652	4,667,718	4,770,245	2.5% plus 5% Increase in Health Costs
Salaries Academics	4,666,182	5,504,821	5,783,365	6,072,533	6,376,160	2.5% plus 1 teacher per 30 incr enroll
Salaries Arts	2,773,916	2,997,263	3,047,743	3,099,242	3,151,781	2.5% plus 1 teacher per 20 incr enroll
ER Tax, Retirement and Health Benefits	3,410,712	3,906,747	4,256,366	4,645,169	5,058,142	Incl STRS/PERS rate increase
Total Salaries and Related	15,147,418	16,878,817	17,655,126	18,484,662	19,356,327	
Percentage of benefits to salaries	29.06%	30.12%	31.77%	33.56%	35.38%	
Arts Instructions Supplies	295,000	328,600	328,600	328,600	328,600	\$155 per student
Academic Expenses	267,400	296,800	296,800	296,800	296,800	\$140 per student
General & Administrative	743,736	758,611	773,783	789,259	805,044	2%
Insurance	180,000	183,600	187,272	191,017	194,838	2%
Legal	35,000	35,700	36,414	37,142	37,885	2%
Utilities	655,000	674,650	694,890	715,736	737,208	3%
Building Maint/Security	977,800	1,007,134	1,037,348	1,068,468	1,100,523	3%
Opus Fund Facility Rent (incl prop tax) (Webb, V.A, parking lots)	1,579,200	1,579,200	1,579,200	787,500	0	End NMTC Dec-2017
Legacy Rent / Dance Center	0	1,300,000	1,300,000	650,000	0	Begin 7-1-2015 TO Dec 2017
Legacy Fund Rent (New Loan)	0	0	0	1,000,000	2,000,000	\$26M, 4%, 20 yr fully amortized
Legacy Fund Rent/1107 N Main St	96,000	96,000	96,000	96,000	96,000	1107 N Main
Utilities/Ins/ Maint/Security (new bldg)	0	200,000	206,000	212,180	218,545	Dance Center/ + 3% incr
Technical	100,000	103,000	106,090	109,273	112,551	3%
Marketing	90,000	90,000	92,700	95,481	98,345	3%
TOTAL EXPENSES	20,166,554	23,532,112	24,390,222	24,862,118	25,382,667	
EBITDA	1,638,041	1,779,102	1,727,207	1,946,816	2,160,733	
Debt Service - FMB Loan (Main Campus)	1,206,384	1,206,384	1,206,384	1,206,384	1,206,384	Replace CIEDB loan \$15.8M, 4.5%, 20 yr, fully amort
Capital Expenses	400,000	400,000	400,000	400,000	400,000	
NET CHANGE IN ASSETS	31,657	172,718	120,823	340,432	554,349	

* Charter School Facility Grant subject to annual legislative action

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Element Ten (J)-Student Suspensions and Expulsions

Compliance with the procedures set forth in this Charter and OCSA's Behavior Management Policy, attached hereto as Exhibit F and incorporated herein by this reference shall be the only processes for OCSA to involuntarily dismiss, remove, or otherwise exclude a student who attends OCSA from further attendance at OCSA for any reason, including but not limited to, disciplinary and academic causes. Expulsion (not "dismissal") shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends OCSA from further attendance at OCSA for disciplinary reasons involving conduct as specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7.

Students may be suspended or expelled from OCSA on any of the grounds provided in Education Code Section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.

Students may be dismissed on grounds stated in Education Code Section 48900.

The principal shall recommend expulsion for any act enumerated in Education Code section 48915(a) or (c).

Orange County School of the Arts (OCSA) regards suspensions and expulsions as a last resort. Criteria for suspension and expulsion of students shall be consistent with the California Education Code §48900, 48900.2, 48900.3, 48900.4, 48900.7, 48915. OCSA will observe fair and lawful standards of due process.

As OCSA's policy, a student suspension may only be applied with the approval of the school's principal.

The policy applies to all OCSA students, strives for impartiality, ensures all students are treated equally, and provides for due process protections.

In certain behavioral offenses consistent with OCSA policy, the principal may recommend expulsion of a student from OCSA. The procedures for considering and acting upon a recommendation of expulsion shall be as provided for in this Charter and OCSA's Behavior Management Policy. The parent/guardian and student shall receive 10 days written notice of the alleged conduct, the legal ground for the recommended expulsion, and the hearing date, time, location, a brief explanation of the hearing process before the administrative panel, the right to be represented, question the school's evidence and witnesses, and to call witnesses on the student's own behalf.

The administrative hearing panel shall be composed of three impartial school administrators, all holding valid California administrative services credentials and selected by OCSA administrative staff. One administrator will be invited from the student's home district. No district may have more than one representative on the panel. No OCSA administrator shall be a panel member.

The administrative panel shall hold a hearing wherein OCSA shall be required to support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the school's Board of Trustees, which shall make the final decision on behalf of the school.

If the student or family disagrees with a decision to expel, after hearing, they must follow written notice of the appeal with both the OCSA and the Orange County Department of Education within 30 days of the written decision of OCSA's Board of Trustees specifying one or more of the following grounds for appeal: (1) the Board of Trustees acted without or in excess of its jurisdiction, (2) there was not a fair hearing before the Board of Trustees, (3) there was a prejudicial abuse of discretion in the hearing, (4) there was relevant and material evidence, which in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing.

It shall be the responsibility of the people to submit a written transcription for the review of the county Board, with the cost of the transcription borne by the people except in either of the following situations: (1) the pupil's parent or guardian certifies that he/she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses or both or (2) if the county Board reverses the decision of the Board of Trustees, the Board of Trustees shall reimburse the pupil for the cost of such transcription.

In the event of a decision to expel a student, OCSA shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

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

Suspension, Dismissal and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. OCSA will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California

Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. OCSA shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

"OCSA shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom OCSA or District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

(A) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(B) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

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

- (A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the District had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- (B) If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.
- (C) Except in the case of a student removed to an interim alternative educational setting, OCSA shall return the child to the placement from which the child was removed, unless the parent and OCSA agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Element Eleven (K) – Employee Rights, STRS, PERS and Other Retirement Coverage

Teachers and other persons working at OCSA will retain all previously vested rights in their respective retirement systems, including but not limited to California STRS, PERS and Social Security. The OCSA board may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 401(k) plan, a 403(b) plan and/or contracting with STRS and/or PERS. Certificated employees of OCSA shall be members of and participate in the California State Teachers Retirement System (STRS). Noncertificated, regular employees of OCSA shall be members of and participate in the Public Employment Retirement System (PERS). The Executive Director or his/her designee shall be responsible for ensuring that appropriate arrangements for coverage have been made and are complied with.

Element Twelve (L) - Attendance Alternatives

OCSA is a school of choice. No student is required to attend. Students who do not wish to attend OCSA may attend their local school of attendance or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the local education agency (school district) where they reside.

Parents or guardians who have children enrolled in the Charter School will be informed upon enrollment that the student has no right to admission to any local education agency or in a particular school of any local education agency as a consequence of enrollment in OCSA, except to the extent that such a right is extended by the local education agency.

Transportation is the parental responsibility for families who choose to attend OCSA, except as required for students with disabilities pursuant to an IEP or in compliance with the McKinney-Vento Homeless Education Assistance Act or any other transportation mandated by law.

OCSA is a Charter School and as such, a school of choice. **Students who demonstrate issues with attendance or behavior will receive interventions as described in the attached policy, Exhibit F.**

Element Thirteen (M) Employee Return Rights

Employees of the District who choose to leave the employment of the District to work at OCSA shall have no rights of return to the District after employment at OCSA unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements. OCSA shall have no authority to provide for, or negotiate with OCSA's employees or employee representatives, any return rights to the District. District employees must consult with the District to determine their eligibility for leave.

Element Fourteen (N) - Dispute Resolution

Disputes between OCSA and the District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of OCSA or the District's oversight obligations, or a dispute otherwise arises between the District and OCSA, the following procedures shall be followed to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
- (2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, the District will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the OCSA representative will be the OCSA Executive Director or Executive Director designee. If the dispute is not resolved at this meeting, or in strict accordance to the terms of any written agreement entered into by the parties within ten (10) calendar days of the conclusion of the meeting, the parties will proceed to step 3.

- (3) The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 and applicable law. Should the District revoke the charter, OCSA may appeal such revocation to the County Board of Education and State Board of Education as provided by Education Code section 47607 and applicable law.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Element Fifteen (O) – Public School Employer:

OCSA will operate as a nonprofit public benefit corporation. As such, no district, particularly its legal sponsor, Santa Ana Unified School District, shall be liable for the debts or obligations of the School. OCSA shall be deemed the exclusive "public school employer" of the employees of OCSA for the purposes of the Educational Employment Relations Act (Government Code Section 3540 et seq.).

OCSA shall be nonsectarian in its programs, admissions policies, employment practices and operations. OCSA will not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic contained in the definition of hate crimes set forth in Penal Code Section 422.55, fluency in English, parent income/education level, or any other basis prohibited by law. OCSA will not charge tuition.

Element Sixteen (P) – School Closure Procedures

The following procedures shall apply in the event the School closes. California Education Code § 47605(b) (5) (p). The following procedures apply regardless of the reason for closure. In addition to the following procedures, OCSA shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school.

The following procedures shall constitute the “Closure Protocol” and shall apply in the event the OCSA ceases to be a charter school or otherwise closes for any reason:

Any decision to close OCSA as a charter school operating pursuant to this Charter shall be documented by official action of the OCSA Charter governing board (“Closure Action”). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the OCSA governing board votes to close OCSA, or the Charter lapses. In the event of a Closure Action, OCSA shall implement the following steps:

- A. OCSA shall identify an entity and person(s) responsible for closure-related activities.
- B. The OCSA governing board shall provide written notification to the District of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.
- C. OCSA shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.
- D. OCSA shall provide written notification of the Closure Action and the effective date of closure of OCSA shall be made by OCSA to the California Department of Education and the Orange County Office of Education by registered mail within 72 hours of the Closure Action.
- E. On closure, OCSA shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- F. The OCSA governing board shall ensure notification to the parents and students of OCSA of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

- G. OCSA will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at OCSA if OCSA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. OCSA will ask the District to store original records of Charter School students. If the District cannot do so, OCSA will distribute student records to the district of residence of each student with a copy to the family. Copies of employment records will be sent to former employees.
- H. As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, OCSA shall prepare final financial records. OCSA shall also have an independent audit completed by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the District promptly upon completion. The auditor and audit shall comply with all of the requirements for OCSA's annual audit as set forth in Element 9 of this Charter. In the case that OCSA either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the District shall remain a liability of OCSA until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by OCSA shall be the responsibility of OCSA and not the District. OCSA understands and acknowledges that OCSA will cover the outstanding debts or liabilities of OCSA. Any unused monies at the time of the audit will be returned to the appropriate funding source. OCSA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
- I. For six calendar months from the latter of the Closure Action or the effective date of the closure, or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the OCSA governing board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
- J. The OCSA governing board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the

Corporations Code and file all necessary filings with the appropriate state and federal agencies.

- K. In addition to the final audit, OCSA shall also submit any required year-end financial reports to the California Department of Education, the Orange County Department of Education, and the District, in the form and timeframe required.
- L. If OCSA is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The corporation's Bylaws will address how assets are to be distributed at the closure of the corporation.

A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation is to be provided to the District prior to approval of this Charter.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school. Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of OCSA will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operation. OCSA and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should OCSA breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Other Charter Elements

Staff Employment

OCSA will select all School staff. No employee of Santa Ana Unified School District, or any other district, shall be required to be employed at OCSA. Any prospective employee shall be considered for employment through an open application process, and, if selected, shall enter into a contractual agreement to make their services available to OCSA. OCSA shall have the authority to terminate the position in accordance with the terms of that agreement.

OCSA employees shall have the option to join, or not to join, any collective bargaining unit they choose. OCSA is prohibited from and shall not negotiate any terms or conditions with its employees which violate or are in conflict with the terms of this Charter between the District and OCSA, and in the event of any such conflict, the terms of this Charter shall prevail.

The School may employ staff on-loan from the District. It may also employ staff on-loan from other districts in the region, subject to agreements with those districts that include return rights.

Internal Dispute Resolution

The OCSA board of trustees will adopt policies and processes for airing and resolving disputes (other than those between Santa Ana Unified School District and OCSA relating to provisions of this charter, which are covered in Element Fourteen (N), above). Parents, students, board members, volunteers and staff at OCSA will be provided with a copy of the School's policies and dispute resolution process and will agree to work within it.

The District will refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to OCSA's principal for resolution according to OCSA's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the Charter or law or to the operation of the Charter School or the District's oversight obligations to OCSA's principal for resolution according to OCSA's internal dispute resolution process. Should the District receive a complaint regarding OCSA that is referred to OCSA for investigation and/or resolution, OCSA shall provide the District with updates regarding OCSA's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. In the event that the School's adopted policies and processes fail to resolve the dispute, Santa Ana agrees not to intervene in the dispute without the consent of the School's board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations.

OCSA will operate subject to the Educational Employment Relations Act.

Funding

OCSA will act as its own fiscal agent and will receive the maximum revenue provided by law. The School will meet all funding conditions and requirements imposed by city, state or federal mandates.

The school intends to receive funding directly from the State of California through the County Office of Education in accordance with applicable law. Any loan program, grant, or other funding which OCSA obtains from any source, including without limitation, the State of California, shall provide that the District shall have no liability whatsoever for OCSA's failure to pay. Future funding requests for City, CDBG, or empowerment zone funds shall be made in cooperation with the District

The OCSA Foundation may secure funding without the pre-approval of the District. OCSA intends to receive funding directly from the State of California through the Orange County Treasurer and Orange County Office of Education in accordance with applicable law.

SAUSD will cooperate with OCSA for the School to receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in budget acts or local measures, expressly excluding general obligation bonds, if OCSA is eligible under State/District criteria. OCSA will also receive funding from related legislation to the extent that OCSA and its students generate such entitlements.

The School may accumulate financial reserves, revenues in excess of expenditures, without limitation. It may invest its reserves according to OCSA board policies.

OCSA shall pay an annual oversight fee to the District up to any maximum permitted by law (currently described and limited in Education Code Section 47613). OCSA acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

The School will purchase and maintain, as set forth in this Charter, general liability, automotive liability, errors and omissions, property, workers compensation, and unemployment insurance policies, either as part of the District's insurance program or another insurance program of the School's selection at limits set forth in this Charter.

No funds from this Charter may be transferred or used to start a new charter in another district without the prior approval of the District Board of Education.

OCSA will specifically state the policy regarding the Extra-curricular Parent Funding Model. Full disclosure of the following information will be made to parents and prospective students prior to enrollment:

- a. Corporate donors to OCSA and/or the OCSA Foundation that have committed through donations and grants to support the OCSA conservatory through the new school year
- b. All money raised and/or donated as part of the parent funding contract is to be included in the Conservatory budget
- c. The average amount of the voluntary commitment of donations or fundraising activities
- d. Availability of student sponsorship through the OCSA Foundation
- e. Participation in and commitment to the Parent Funding Model is strictly voluntary

External Grants

OCSA may apply for and participate in externally funded projects, public or private. The District will support and help the School in applying for externally funded projects. Likewise, the School will help and support the District in applying for externally funded projects when the District deems it appropriate. When mutually agreeable, the two will collaborate on such grants. In any case, each will inform the other when one makes such a grant application that, if granted, may be shared with, benefit or materially affect the other.

Legal Status and Liability

OCSA will operate as a nonprofit public benefit corporation. As such, no district, particularly its legal sponsor, Santa Ana Unified School District, shall be liable for the debts or obligations of the School, or for claims arising from the performance of acts, errors, or omissions by the School.

Indemnification

With the exception of the District's indemnification obligations related to the District's provisions of special education services as specifically described in this Charter's discussion of Special Education Services/Section 504, above, to the fullest extent permitted by law, OCSA agrees to promptly, fully and completely indemnify, defend through counsel reasonably

acceptable to Santa Ana Unified School District and hold harmless the Santa Ana Unified School District, the Santa Ana Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of OCSA, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other OCSA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of OCSA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of OCSA or of any other facility, program, or activity. The obligations of OCSA to defend the Santa Ana Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate OCSA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of OCSA shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

OCSA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

OCSA's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. OCSA shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof of its federal and state tax exempt status on or before July 1 following approval of this Charter. Further, OCSA shall work diligently

to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse OCSA's obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Insurance

OCSA shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Santa Ana Unified School District's risk manager and as specified below. OCSA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end OCSA's right to operate as a charter school pursuant to this Charter or cause OCSA to cease operations until OCSA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of OCSA, throughout the life of the Charter, OCSA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$10,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$20,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or

rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of OCSA. If any Santa Ana Unified School District property is leased, rented or borrowed, it shall also be insured by OCSA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage, in an amount not less than \$1,000,000 per "claim" with an aggregate policy limit of \$20,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Santa Ana Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Santa Ana Unified School District and the Santa Ana Unified School District Personnel") as additional insureds; (b) shall insure Santa Ana Unified School District and Santa Ana Unified School District Personnel to the same extent as OCSA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Santa Ana Unified School District and/or by the Santa Ana Unified School District Personnel shall be in excess of OCSA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by OCSA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the Santa Ana Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Santa Ana Unified School District by the insurer, OCSA shall also provide the Santa Ana Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Santa Ana Unified shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Santa Ana Unified School District's option.

The acceptance by the Santa Ana Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of OCSA or of any insurer or joint powers authority to the Santa Ana Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Santa Ana Unified School District and/or the Santa Ana Unified School District Personnel are waived.

OCSA shall provide to the Santa Ana Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Santa Ana Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of OCSA to defend, indemnify, and hold harmless the Santa Ana Unified School District and the Santa Ana Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of OCSA to defend, indemnify, and hold harmless the Santa Ana Unified School District and the Santa Ana Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Santa Ana Unified School District.

OCSA shall promptly respond to all inquiries from the Santa Ana Unified School District regarding any claims against OCSA and/or any obligation of OCSA under the foregoing provisions of this Charter.

Additionally, OCSA shall, at all times, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

School Facilities

The District agrees that OCSA shall acquire property for OCSA facilities. As a public charter school, incorporated as a public benefit corporation in the State of California, OCSA shall assume any and all liability attendant to the use of the aforementioned property and shall hold the District harmless.

Business and Operations Management

OCSA shall at all times maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to OCSA including, but not limited to, any additional or new charter schools that may be approved after the effective date of this Charter. OCSA shall also maintain its own separate and distinct bank account(s), and OCSA's funds shall not be commingled in a joint bank account with the funds of any other school(s) and shall be kept physically separate from the funds of any other school(s).

At all times OCSA shall submit financial reports for OCSA as a distinct LEA and have audits performed on the financial statements of OCSA. In areas where overlap in purchasing or resource allocation might occur between Orange County School of the Arts and any other school(s) or entities that might be operated by or associated with the OCSA corporation, OCSA shall develop and provide to the District Financial Policies and Procedures describing how allocations will occur between distinct LEAs and entities. In no event shall OCSA develop or revise such Financial Policies and Procedures or its practices in any manner which would be inconsistent or in conflict with the terms of this Charter and/or any MOU or other agreement between OCSA and the District.

Should the OCSA corporate entity obtain approval of or otherwise open another charter school or any other entity in addition to the Orange County School of the Arts, prior to such other school/entity commencing operation and prior to the commencement of each fiscal year thereafter, OCSA shall provide to the District a calculation of all costs projected to be shared between OCSA and any other OCSA operated school(s) entity(ies), including the factual and fiscal basis on which the projected cost share has been calculated. Should there be a significant deviation from the projections during the fiscal year, OCSA shall immediately provide the District with an updated calculation, including the factual and fiscal basis for the revisions. Any shared costs shall be clearly accounted for in OCSA's financial records and reviewed as part of OCSA's annual fiscal audit.

Information Exchange

OCSA agrees to permit the District to inspect and receive copies of all records relating to the operation of OCSA, including financial, personnel, and pupil records. OCSA shall promptly comply with all such reasonable written requests. The records of the School are public records under the California Public Records Act ("CPRA"), however, the District's right to inspect and

receive OCSA records is not based on the CPRA, but is based on the District's oversight role over OCSA. In a similar fashion, the District agrees to permit OCSA to inspect and receive copies of all public records of the District.

Inspections

The District may inspect or observe any part of OCSA at any time, but shall endeavor to provide reasonable notice to the OCSA staff prior to any observation or inspection, except those related to students with exceptional needs, unless inspection without prior notice is determined by the District Superintendent or designee to be necessary or appropriate in order to maintain the health, safety or welfare of students, employees, members of the public, or otherwise to comply with the District's oversight obligations. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the mutual consent of the governing board of OCSA, except with respect to persons or entities with whom District may contract for the provisions of services to students with exceptional needs.

Term

OCSA may submit a request for renewal of its Charter between October 1, 2019 and January 31, 2020, unless otherwise agreed with the District, which timing the parties agree will provide adequate information regarding OCSA's performance during the current term, specifically including increases in pupil academic achievement, while also providing adequate time for the consideration of and action on the renewal request. OCSA understands and agrees that only after all renewal documentation, specifically including formal documentation of compliance with the applicable academic performance requirements (from a source such as CDE, not created internally by OCSA) and the documents specified below, has been submitted to the District Office, receipt of the Charter renewal will be placed on the next regular or special District Board meeting agenda for which meeting the agenda deadline has not passed, and such receipt by the District Governing Board shall commence the timelines for action on the renewal request. OCSA further acknowledges that District Governing Board agenda deadlines are generally at least three weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and OCSA may obtain specific agenda deadline information promptly from the District Superintendent or designee prior to submittal.

Any renewal request shall include all of the following materials:

1. At least 12 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal Charter to the current Charter included in each notebook;
3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code Section 47607 or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

Debts and Obligations

OCSA shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

OCSA shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the District and shall be OCSA's sole responsibility.

OCSA shall require that the following language is included in any and all contracts it enters into:

The Orange County School of the Arts shall have no authority to enter contracts for or on behalf of the Santa Ana Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Santa Ana Unified School District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the Santa Ana Unified School District and shall be the Orange County School of the Arts' sole responsibility.

Attachments, Exhibits, and Appendices

All of the attachments, exhibits, and appendices to this Charter are hereby incorporated herein and made a part hereof by this reference.

Appendix 1

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Orange County School of the Arts Contact (Name, Title, Email, Phone Number): Benjamin Wolf, Principal. Benjamin.wolf@ocsarts.net 714-560-0900
LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

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

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Throughout the 2013-2014 school year, the Orange County School of the Arts engaged in learning about the Local Control Funding Formula (LCFF) and familiarizing staff with requirements for developing a Local Control Accountability Plan (LCAP). As a school, two way communication about the LCAP was accomplished in the following manner: • A Power Point presentation that included information about this process as well as the State's 8 priorities was presented to stakeholder groups including teachers, parents and the School Board. • Stakeholder groups were consulted throughout the year on suggested spending priorities. • The school's Curriculum Team and Department Facilitators worked with the school administration throughout the year on the plan.	In response to the described process, the school crafted the following three (3) goals to be used in the design of the LCAP: • Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school. • Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students. • Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth. Discussion of these 3 goals further led to the indicators, spending priorities and programmatic details described in Sections 2 and 3 of the LCAP.

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school								
Metric: Increase % of students scoring proficient or advanced on SBAC. Baseline to be established in 14-15.	OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school.	All	OCSA	Yearly	Establish baseline data for ELA and Math SBAC assessment	Increase SBAC scores in ELA by ??% or maintain SBAC proficiency at the top 10% of CA High Schools. Increase SBAC scores in Math by ??% or maintain SBAC proficiency at the top 10% of CA High Schools	Increase SBAC scores in ELA by ??% or maintain SBAC proficiency at the top 10% of CA High Schools. Increase SBAC scores in Math by ??% or maintain SBAC proficiency at the top 10% of CA High Schools	Priority 4 Pupil Achievement

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Increase % of students scoring proficient or advanced on common assessments for PLC's	OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	All	OCSA	Each Semester	Establish baseline database and continue to create common assessments in core academic subjects	Increase % of students scoring proficient or advanced by 5% or maintain level above 75%	Increase % of students scoring proficient or advanced by 5% or maintain level above 75%	Priority 4 Pupil Achievement
Metric: Maintain CAHSEE pass rates at or above 95%	OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those	All	OCSA	Yearly	Maintain current high level of passing percentage.	Maintain current high level of passing percentage	Maintain current high level of passing percentage	Priority 4 Pupil Achievement Priority 8 Other Pupil Outcomes

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	determined by the school							
Metric: Maintain Advanced Placement (AP) enrollment at or above 50% and increase AP pass rates	OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school	All	OCSA	Yearly	Increase AP pass rates by 1% in each course annually	Increase AP pass rates by 1% in each course annually	Increase AP pass rates by 1% in each course annually	Priority 4 Pupil Achievement Priority 7 Course Access
Metric: Implement the CCSS for all students	OCSA Goal #1: Ensure all students master their learning objectives, both in the form of	All	OCSA	Yearly	Provide training and materials for ELA and Math teachers.	Provide training and materials for ELA and Math teachers	Provide training and materials for ELA and Math teachers	Priority 2 Implementation of State Standards

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	State Standards as well as those determined by the school							

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.								
Metric:	OCSA Goal #2: Ensure access	All	OCSA	Yearly	Increase # of computers/	Increase # of computers/	Increase # of computers/	Priority 1 Basic

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students have increased access to technology	to rigorous and relevant learning tools, resources and skills for all staff and students.				tablets until classes can access them at any time.	tablets until classes can access them at any time.	tablets until classes can access them at any time.	Priority 4 Pupil Achievement
Metric: Students continue to have access to text books and relevant learning materials	OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.	All	OCSA	Yearly	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary.	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary	All students will continue to have access to textbooks and materials. Materials will be reviewed and updated as necessary	
OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth								

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Maintain high graduation rates.	OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	All	OCSA	Yearly	Continue to maintain near perfect graduation rate.	Continue to maintain near perfect graduation rate.	Continue to maintain near perfect graduation rate.	Priority 5 Pupil Engagement.
Metric: Decrease % of students chronically absent.	OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	All	OCSA	6 Week grading periods	Reduce # of students who are chronically absent + total number of absences.	Reduce # of students who are chronically absent + total number of absences.	Reduce # of students who are chronically absent + total number of absences.	Priority 5 Pupil Engagement.

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Increase time spent supporting students' academic as well as social-emotional needs	OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	All	OCSA	Semester	Student/counselor ration will decrease by 20%. Middle school students will have separate support.	Maintain counselor time spent predominantly on students.	Maintain counselor time spent predominantly on students	Priority 5 Pupil Engagement Priority 6 School Climate Priority 3 Parent Involvement Priority 4 Pupil Achievement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students	Priority 1 Basic Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	1.Support teachers in deepening their understanding of the Common Core State Standards.	OCSA		Provide professional development on CCSS implementation Action Learning Synced Solutions. Anticipated Cost: \$20,000 Funding Source CC	Provide professional development on CCSS implementation Action Learning Synced Solutions. Anticipated Cost: \$8,000 Funding Source CC	Provide professional development on CCSS implementation Action Learning Synced Solutions. Anticipated Cost: \$8,000 Funding Source CC

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1.Support teachers in deepening their understanding of the Common Core State Standards			New Math Text Book Adoption of CPM. Anticipated Cost: \$100,000 Funding Source: CC	Release time to support adoption and to create common math assessments. Anticipated Cost: \$5,000 Funding Source: GF	Release time to support adoption and to create common math assessments. Anticipated Cost: \$5,000 Funding Source: GF
		1.Support teachers in deepening their understanding of the Common Core State Standards			New Non-Fiction Anthology Text for ELA. Anticipated Cost: \$34,000 Funding Source: CC	Release time to support adoption and to create common ELA assessments. Anticipated Cost: \$5,000 Funding Source:	Release time to support adoption and to create common ELA assessments. Anticipated Cost: \$5,000 Funding Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)		Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
							GF	GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	2. Provide ongoing professional development for supporting Advanced Placement instruction			AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source:GF	AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source:GF	AP summer institute for new AP courses, new teachers of AP and rotation of veteran AP teachers on a 3-5 year basis. Anticipated cost: \$3,000 Funding Source:GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	3. Provide additional computer labs for student and classroom use as well as for SBAC testing.			New MAC lab for Digital Media Conservatory and Academics. Anticipated Cost: \$15,000 Funding Source: GF	Possible additional lab to be split between DM and Academics. Anticipated Cost: \$15,000 Funding Source: GF	Support and maintain computer labs. Anticipated Cost: \$3,000 Funding Source: GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #1: Ensure all students master their learning objectives, both in the form of State Standards as well as those determined by the school OCSA Goal #2: Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students	Priority 4 Pupil Achievement Priority 2 Implementation Of State Standards	4. Provide 1:1, 1:3, 1:4 personal technology in the form of classroom sets of Chromebooks, and ipads, plus Mobile Chromebook carts for checkout.			2 Mobile Chromebook carts, 3 classroom sets of Chromebooks and 2 classroom sets of ipads. Anticipated Cost: \$50,000 Funding source: CC	Additional classroom technology for second round of teachers. Anticipated Cost: \$25,000 Funding Source: CC	Additional classroom technology for second round of teachers. Anticipated Cost: \$10,000 Funding Source: Program Excellence

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate Priority 7 Course Access	5. Hire a part-time staff member to support Admin and Student Services in order to reduce attendance issues administer testing and increase Counselor time with students.			Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF	Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF	Additional 6/5 th assignments (1 or 2) in order to monitor student attendance, administer AP testing Anticipated cost: \$11-22,000 Funding source: GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
OCSA Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.	Priority 4 Pupil Achievement Priority 5 Pupil Engagement Priority 6 School Climate Priority 7 Course Access	6. Hire an additional Counselor to increase student/counselor time, provide middle school support and lower overall student ratio.			Hire additional Counselor for 7 th grade, 8 th grade and new 9 th grade students. Anticipated cost: \$100,000 Funding Source: GF	Hire additional Counselor for 7 th grade, 8 th grade and new 9 th grade students. Anticipated cost: \$100,000 Funding Source: GF	Hire additional Counselor for 7 th grade, 8 th grade and new 9 th grade students. Anticipated cost: \$100,000 Funding Source: GF

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 1 Basic Priority 4 Pupil Achievement Priority 7 Course Access	For low income pupils: For English learners: For foster youth: For Re-designated Fluent English Proficient	OCSA does not currently serve any foster youth or English Learners. Our RFEP and low income students achieve at the same levels as our student population. They have 100% CAHSEE pass rate and graduation rate. These subgroups are held to the same standards as all students and have equal access to the most rigorous course of study.		An academic support course was created for any student struggling in ELA. ELL students are specifically covered by this curriculum though we currently do not have any. Anticipated cost: \$11,000 personnel Funding Source GF	An academic support course was created for any student struggling in ELA. ELL students are specifically covered by this curriculum though we currently do not have any. Anticipated cost: \$11,000 personnel Funding Source GF	An academic support course was created for any student struggling in ELA. ELL students are specifically covered by this curriculum though we currently do not have any. Anticipated cost: \$11,000 personnel Funding Source GF

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Orange County school of the Arts has a full inclusion program for ALL students and therefore, all increase in LCAP funds are used to support instruction in all core academic classrooms. We have a Director of Student Services who is responsible for monitoring the academic of all student sub-groups to insure that they are performing at the same level as students identified in the State's priority areas.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The full inclusion model has all of the school's low income pupils, foster youth, and English learners participating in our regular education programs with additional support as needed from school staff.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 63

EXHIBIT “A”

Coordinator of Special Education Orange County School of the Arts Job Description

Basic Function:

Provide leadership for special education support services at Orange County School of the Arts (“OCSA”); assign and evaluate support staff and administer the implementation of services according to current state and federal laws, and District policies and procedures; provide coordination, program development, and evaluation, serve as the liaison with the Santa Ana Unified School District’s (“District”) special education department regarding all matters relating to special education services for OCSA students. The Coordinator of Special Education for OCSA will serve under the direction of the Assistant Superintendent of Pupil Personnel Services for the District, or his/her designee.

Representative Duties:

Supervise assigned employees; provide technical direction and guidance; provide required supervision to support staff personnel for licensure and certification of clinical competency. Conduct observations, conferences and evaluations of support staff; monitor implementation of pupils’ Individualized Education Programs through classroom observations, consultation with staff, and review of documentation. Identify training needs for support staff and provide for and conduct training. Direct and monitor record keeping performed by staff for required data and ongoing evaluation of program effectiveness. Organize and coordinate the preparation of District and site Coordinated Compliance Reviews of Special Education performed by the California State Department of Education; monitor legal maintenance of records and prepare required reports. Meet with teachers regarding program planning for individual students (e.g. additional intervention strategies, behavioral concerns, inclusion of students in the least restrictive environment, etc.). Serve as liaison with the District’s special education department regarding expulsions and suspensions of special education pupils. Coordinate the child find effort for evaluations of students not currently identified as students with disabilities attending OCSA. Respond to questions and concerns regarding support services from parents, community, site administrators, and District administrators. Perform related duties as assigned and/or necessary and appropriate in order to assure OCSA’s compliance with state and federal law and District special education policies and procedures.

Knowledge and Abilities:

Knowledge of:

- Applicable sections of State Education Codes, including eligibility criteria for special education

- State and federal laws regarding identification and placement process, including alternative assessments and alternative service delivery models
- School District organization, operations, objectives and procedures for identification and placement of students in special education
- Statistical methods and principles
- Rights and due process of special education students
- Principles and practices of administration, supervision, and training
- Record-keeping techniques
- City and community cultures
- Student needs of differing socioeconomic and ethnic backgrounds
- Technology
- State standards and assessments
- Social, cultural, and linguistic diversity of District, city and community

Ability To:

- Organize and coordinate
- Work cooperatively with others
- Communicate effectively both orally and in writing
- Plan and supervise work
- Train and supervise personnel
- Provide adequate clinical supervision of, and certify staff according to professional regulations and procedures
- Maintain records and prepare reports
- Work confidentially and with discretion
- Perform statistical calculations
- Maintain appropriate staff relationships

- Work effectively with administrators, staff, parents and community and in multicultural and bilingual environments
- Effectively interpret and analyze data and/or assessments
- Perform the essential functions of the job, either with or without reasonable accommodations

Education and Experience:

A Master's degree in counseling, psychology, or communicative disorders and at least five years experience in special education as support staff.

Licenses and Other Requirements:

Required to have all of the following:

- California Administrative credential
- Pupil Personnel Services credential (authorizing service as a school psychologist) or Communicative Disorders credential
- Valid California driver's license
- Biliterate (English/Spanish) desirable

Working Conditions:

Environment:

Indoor environment

Driving a vehicle to conduct work

Physical Abilities:

Hearing and speaking accurately to exchange information and make presentations

Seeing to read a variety of materials and to drive a vehicle

Sitting or standing for extended periods of time

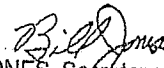
Bending at the waist, kneeling or crouching to file materials

Lifting or moving objects, normally not exceeding 20 pounds

Reasonable accommodation will be made to enable a person with a disability to perform the essential functions of the job

Exhibit B

MAR 3 - 2000


BILL JONES, Secretary of State

**ARTICLES OF INCORPORATION
OF
ORANGE COUNTY HIGH SCHOOL OF THE ARTS**

I

The name of this corporation is Orange County High School of the Arts.

II

A. This corporation is a nonprofit public benefit corporation and is not organized for private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Orange County High School of the Arts, a California public school.

III

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

Ralph Opacic
3591 Cerritos Avenue
Los Alamitos, CA 90720

IV

A. This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

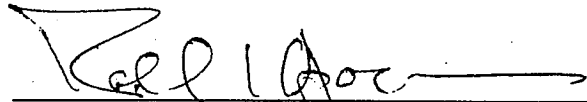
B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any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

V

The property of this corporation is irrevocably dedicated to public and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person. Upon dissolution or winding up of this corporation, its assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for public purposes or for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

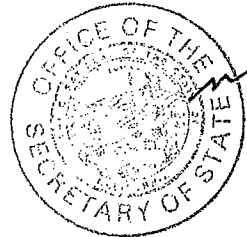
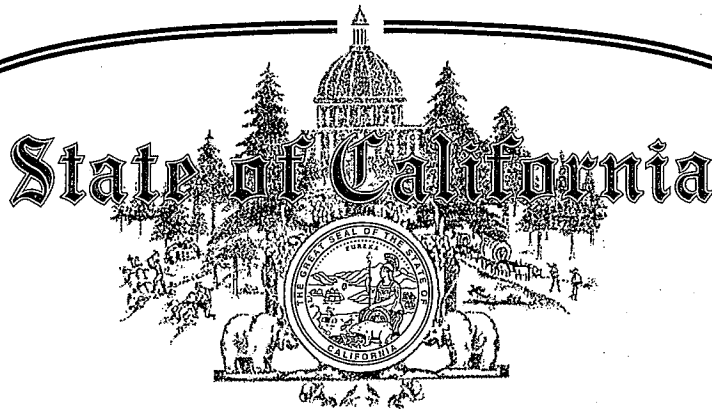
Dated: _____

2/3/00



Ralph Opacic, Incorporator

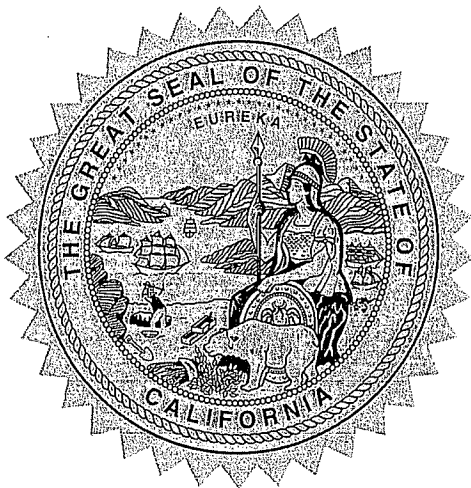




SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAR 9 2000

Bill Jones

Secretary of State

**BYLAWS
OF
ORANGE COUNTY HIGH SCHOOL OF THE ARTS**

March 8, 2000

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**BYLAWS
OF
ORANGE COUNTY HIGH SCHOOL OF THE ARTS**

**ARTICLE I
Purposes**

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

**ARTICLE II
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at 3591 Cerritos Avenue, Los Alamitos, County of Orange, State of California. The Board of trustees ("Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE III
Membership**

Section 1. Sole Statutory Member.

Unless and until these bylaws are amended to provide otherwise, Orange County High School of the Arts Foundation, a California nonprofit public benefit corporation, shall be the sole statutory member of this corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of trustees/directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such

person shall be a member within the meaning of said Section 5056.

ARTICLE IV Board of Trustees

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of 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. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

Section 3. Appointment and Term of Office.

The trustees shall be appointed by the Statutory Member. The members of the Board shall be divided into two (2) groups of approximately equal number. Of the initial trustees appointed by the Statutory Member, the first group of trustees shall be appointed to hold office for a term of one (1) year or until the next annual meeting, whichever occurs first, and the second group of trustees shall be appointed to hold office for a term of two (2) years or until the second annual meeting, whichever occurs first. Thereafter, each trustee shall hold office for a term of two (2) years or until a successor has been appointed. No trustee shall serve more than three (3) full consecutive terms without a break in service of at east one (1) year. *With the approval of the appointing agency, a trustee may serve consecutive terms with no limit.*

Deleted: two (2) year

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number of Trustees.

The number of trustees of the corporation shall be not less than three (3) and not more than thirty (30), with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of the Articles of Incorporation or by amendment of these Bylaws.

Section 3. Appointment and Term of Office.

The trustees shall be appointed by the Statutory Member. The members of the Board shall be divided into two (2) groups of approximately equal number. Of the initial trustees appointed by the Statutory Member, the first group of trustees shall be appointed to hold office for a term one (1) year or until the next annual meeting, whichever occurs first, and the second group of trustees shall be appointed to hold office for a term of two (2) years or until the second succeeding annual meeting, whichever occurs first. Thereafter, each trustee shall hold office for a term of two (2) years or until a successor has been appointed. No trustee shall serve more than three (3) full consecutive terms without a break in service of at least one (1) year.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any trustee may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A trustee may be removed only by the Statutory Member.

Section 5. Vacancies.

i. A Board vacancy or vacancies shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. Notwithstanding Section 4, the Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

iii. A vacancy on the Board shall be filled only by the Statutory Member. Each trustee so elected, appointed, or designated shall hold office until the expiration of the term of the replaced trustee and continue to hold office until a qualified successor has been elected, appointed, or designated.

iv. No reduction of the authorized number of trustees shall have the effect of removing any trustee prior to the expiration of the trustee's term of office.

Section 6. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

Section 7. Annual Meeting.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by the Statutory Member or by resolution of the Board.

Section 8. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the chair of the Board, if there is such an officer, the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

Section 10. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice given personally or by telephone, telegraph, facsimile, telex or other similar means of communication.

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special

meeting.

Section 11. Quorum.

A majority of the trustees then in office, but not less than the greater of one-fifth (1/5th) of the authorized number of trustees or two (2) trustees, unless the authorized number is one (1), shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

Section 12. Consent to Meetings.

The transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

Section 13. Action Without Meeting.

Any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

Section 14. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees.

Section 15. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

Section 16. Rights of Inspection.

Every trustee has the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation.

Section 17. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The approval of any action for which the California Nonprofit Public Benefit corporation Law requires the approval of the Statutory Member;
- b. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- c. The fixing of compensation of the trustees for serving on the Board or on any committee;
- d. The amendment or repeal of bylaws or the adoption of new bylaws;
- e. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- f. The appointment of other committees having the authority of the Board;
- g. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or
- h. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted.

In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

Section 18. Other Committees.

a. The chair of the Board (if there is such a position) or the president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the chair of the Board (if there is such a position), the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the chair of the committee or to the President. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The chair may, with prior approval of the Board, remove any appointed member of a committee. The President, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

Section 19. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 20. Nonliability of trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 21. Restriction on Board Authority.

The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following

acts:

- a. Borrow money in the name of the corporation for corporate purposes in excess of Five Hundred Thousand Dollars (\$500,000) or utilize property (real or personal) owned by the corporation as security for loans in excess of \$1million;
- b. Assign, transfer, pledge, compromise or release any of the claims of or debts to the corporation except on payment in full, or arbitrate or consent to the arbitration of any dispute or controversy of the corporation;
- c. Make, execute or deliver any assignment for the benefit of creditors, or any bond, confession of judgment, chattel mortgage, security agreement, deed, guaranty, indemnity bond, surety bond, or contract to sell or bill of sale of the property of the corporation;
- d. Acquire, purchase, develop, improve, sell, lease or mortgage any corporate real estate or any interest therein or enter into any contract for any such purposes;
- e. Make any loan or investment of any assets of the corporation, or enter into any contract or incur any liabilities on behalf of the corporation other than for fair consideration or in the ordinary course of business relating to its normal daily operation; or
- f. Make any loan of money or property to or guarantee the obligation of any trustee or officer, except as is expressly permitted under Section 5236 of the California Nonprofit Public Benefit corporation Law.

Section 22. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) 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 any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 23. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 24. Self-Dealing Transactions.

Self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest. Notwithstanding this definition of self-dealing transaction, the following transactions do not constitute self-dealing transactions:

i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation;

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (1) approved or authorized by the corporation in good faith and without unjustified favoritism, and (2) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program;

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the fiscal year immediately preceding the year in which such transaction occurs or Fifty Thousand Dollars (\$50,000).

iv. A transaction the Attorney General has approved either before or after it was consummated.

v. A transaction with respect to which the following facts are established:

(1) The corporation entered into the transaction for its own benefit;

(2) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(3) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office excluding the vote of the interested trustee(s) and with knowledge of the material facts concerning the transaction and the interested trustee's interest in it. Except as provided in paragraph (5) of this subsection, action by a committee of the Board will not satisfy this requirement; and

(4) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort

under the circumstances, or the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(5) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under this subsection; it was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and the Board, after determining in good faith that the conditions set forth in this paragraph (5) were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office, excluding the vote of the interested trustee(s).

Section 25. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

Section 26. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

Section 27. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

Section 28. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or

any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

Section 29. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

Section 30. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 28 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary;
or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person."

ARTICLE V
Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chair of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president or chair of the Board.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 10 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. Chair of the Board.

The chair of the Board, if there is such an officer, shall preside at all meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned by the Board.

Section 5. President.

The president is the chief executive officer of the corporation and has, subject to the control of and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. [The president shall be an ex officio voting member of each Board committee.]

Section 6. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 7. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business; but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the trustees, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election

or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VI Indemnification

Section 1. Definitions:

For the purposes of this Article, "agent" means any person who is or was a trustee, trustee, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, trustee, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, trustee, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5b. of this Article.

Section 2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. Indemnification in Actions by or in the Right of the corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit corporation Law, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including

reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

Section 4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

Section 6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

Section 7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees,

trustees or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

Section 8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b., in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit corporation Law.

Section 10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General corporation Law.

ARTICLE VII
Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of members and trustees, and of any executive committee or other committees of the trustees, shall be open to inspection.

at any reasonable time upon the written demand of any member. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

Section 3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President and the Chair of the Board.

Section 4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the chair of the Board, the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board, or the Chair of the Board, or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

ARTICLE VIII
Effective Date and Amendments

Section 1. Effective Date.

These bylaws shall become effective immediately upon their adoption. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Statutory Member of the corporation in adopting them provides that they are to become effective at a later date.

Section 2. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only by the Statutory Member.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify:

- (1) That I am the Secretary of Orange County High School of the Arts.
- (2) That the foregoing bylaws constitute the bylaws of such corporation as duly adopted by the Statutory Member and the Board of trustees on March 8, 2000.

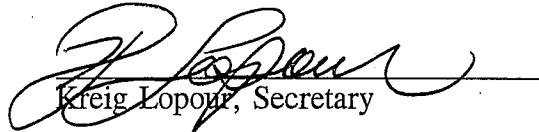

Craig Lopou, Secretary

Exhibit C

Orange County School of the Arts Emergency Procedures



2014-2015

EMERGENCY PROCEDURES

This information is provided as a guideline for actions in the event of an emergency. Understand that all situations in a critical incident cannot be predicted. Always remember that the first priority is the safety and protection of life.

Police Department: Call 911 (Dial 8 first for an outside line.) Fire

Department: Call 911 (Dial 8 first for an outside line.)

Emergency Information: <http://www.twitter.com/OCSAEmergency>
(In the event of a disaster or wide spread emergency, this site will provide up-to-date information and instructions.)

Santa Ana School Police
714-558-5535

Santa Ana Police
714-834-4211

Orange County Sheriff
714-647-7000

Orange County Fire Authority
714-573-6000

ACCIDENT, INJURY, SUDDEN ILLNESS

Action Step	Primary Person Responsible	If Primary Not Available
Contact Health Office (x4101), Front Desk, Bill Wallace (x6401) or Becca Freeland (x6504)	Instructor	Student
Apply First Aid	Instructor	Campus Security
Contact 911/OCFA (714-573-6000) if injury becomes life threatening	Administrator	Health Office
Contact parents or significant other	Administrator	Health Office
Complete any necessary paperwork following the incident	Health Office	Administrator

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If a criminal act has caused injuries, identify and detain witnesses. Secure the scene.

If the injury is serious or life threatening, dial 911 and be prepared to:

- ◆ State the nature of the emergency.
- ◆ State your name and a phone number at your location.
- ◆ State the building address and room number or area of the building.
- ◆ Remain on the phone until told to hang up.
- ◆ Contact The Receptionist Desk to notify security that emergency personnel are responding.
- ◆ Ask security to meet emergency officials at the street.

If the injury is not serious or life threatening:

- ◆ Locate a CPR or First Aid certified person to assist (Principal, Assistant Principals, and Counselors are trained every summer.)
- ◆ Send another individual to Health Office or call Health Office from your phone
- ◆ Administer first aid, if indicated.
- ◆ Avoid handling bodily fluids or clothing stained by them.
- ◆ If simple first aid is not enough, transport the person to the nearest medical center as listed at the back of these quick reference emergency procedures.
- ◆ Request that school officials notify the person's emergency contact of any decision to transport for medical care.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

BIOLOGICAL HAZARD

Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	Maintenance/Custodial	Campus Security
Seal and isolate location of emergency	Maintenance/Custodial	Campus Security
Call 911/OCFA (714-573-6000) to report address, building, floor, room, campus location (compass directions)	Administrator/Receptionist	Administrator/Receptionist
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Teachers	Campus Security
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Registrar/Attendance Clerk	Room 101 Staff
Report missing students and staff to Command Staff and fire department	Registrar/Attendance Office	Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Police/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Office Manager	Room 100 Administrative Assistant
Communicate notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OCFA	OCFA
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Office Manager	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff

If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:

- ◆ Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
- ◆ Evacuate and isolate the area or room that contains the suspected substance.
- ◆ Immediately notify **SECURITY**, who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. Dial 911 to report the incident.
- ◆ Mark the room or area "DO NOT ENTER."
- ◆ Contain and isolate any individuals that may have been contaminated.
- ◆ Wear protective gloves, if available; then wet lightly any potentially contaminated area or person. Remove and triple bag any potentially contaminated clothing.
- ◆ Do not eat or drink while handling suspicious mail, package or substance.
- ◆ Wash hands with soap and warm water.

It is safest to assume that all blood and bodily fluids contain bloodborne pathogens such as HIV and Hepatitis. Avoid contact with bodily fluids, if possible. If contact is unavoidable:

- ◆ Wear protective gloves if available.
- ◆ Wash all exposed skin with soap and water.
- ◆ Flush eyes with water.
- ◆ Do not eat, drink smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
- ◆ Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Report the incident as soon as possible to Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

BOMB THREAT OR TERRORIST THREAT

Action Step	Primary Person Responsible		If Primary Not Available
Contact SRO/School Police (714-558-5535) to report bomb threat	Administrative Team		Academic Advisors
Lock down all access doors in Access Control	Assistant Principal/Director of IT		Assistant Principal/Director of IT
Communicate to Campus Security to lock all exterior doors for all buildings	Main Campus	Campus Security	Maintenance/Custodial
	Webb	Webb Facility Mgr.	Maintenance/Custodial
Establish Command Post	Administrative Team		Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager		Room 100 Administrative Assistant
Establish Action Plan	Administrative Team		Administrative Team
Gather information on location, floor, room, etc.	School Resource Officer/Maintenance & Operations Staff		Campus Security
Gather floor plans for law enforcement use	Maintenance & Operations Staff/Administration/School Resource Officer		Maintenance & Operations Staff/Administration/School Resource Officer
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security		Maintenance/Custodial
Communicate the prohibition to use electronic equipment	Administration/Room 100 Administrative Assistant		Room 100 Office Manager/ Room 101 Admin Asst
PIO communicates notice on OCSA Emergency Twitter	Foundation Staff		Foundation Staff
Monitor media coverage of incident	Foundation Staff		Foundation Staff
Establish medical triage location for possible injuries	Health Office		Health Office
Formulate parent reunification plan	Attendance Office		Room 100 Office Manager/ Room 101 Admin Asst
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant		Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff		Foundation Staff
Maintain facility security and student supervision	Police/Campus Security		Maintenance/Custodial

Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether in person or by telephone, remain calm and permit the person to talk without interruption. Ask questions:

- ◆ Where is the bomb?
- ◆ When is it going to go off?
- ◆ What kind is it?
- ◆ What does it look like?
- ◆ What will cause it to go off?
- ◆ What is the intended target?
- ◆ Take actual or mental notes on everything said and your observations : time; description of person; voice characteristics, background noise (if a telephone threat)

For all bomb threats:

- ◆ Call Administrative Staff in order to call 911.
- ◆ Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
- ◆ Evacuate any suspected area and alert other staff.
- ◆ Advise all individuals not to touch, move or disarm any object or item.
- ◆ Advise all individuals not to change any equipment or electrical switches.
- ◆ All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.

If you have a written threat:

- ◆ Handle the note carefully and minimally – just enough to make a copy.
- ◆ Protect the original note from further handling or loss.
- ◆ Wait for further instructions from emergency personnel.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

CIVIL DISTURBANCE

Action Step	Primary Person Responsible	If Primary Not Available
Secure perimeter of incident	Campus Security	Teachers/Maintenance Staff
Establish Command Post	Administrative Team	Administrative Team
Establish Action Plan	Administrative Team	Administrative Team
Contact SRO/School Police (714-558-5535) if situation becomes out of control	Administrative Team/Receptionist	Administrative Team/Receptionist
Initiate Lockdown if necessary (see Lockdown Action Steps)	Administrative Team	Administrative Team
Detain students/persons involved	Campus Security	Teachers
Assign behavior consequences if necessary	Administrative Team	Administrative Team
Be prepared for medical injuries	Health Office	Health Office
Contact law enforcement if criminal acts have occurred	Administrative Team	Administrative Team
Update staff every 15 minutes until conclusion of incident	Administrative Team	Administrative Team

Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCKDOWN procedure.)

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

Once the incident is contained, determine what disciplinary action to take, if any. Invite Administrative Team members to discern the basis for the problem and take action to address those concerns.

DISASTER

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	Maintenance & Operations Staff	SRO/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Operations Staff	Maintenance & Operations Staff
Shutdown utilities if necessary	Maintenance & Operations Staff	Maintenance & Operations Staff
Verify attendance of all classes	Registrar/Attendance Office	Room 101 Admin Assistant/ Attendance Office
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/ Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed

the instructions of emergency officials or command and evacuation personnel.

- ◆ Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
- ◆ If there are injuries, give first aid.
- ◆ Do not attempt to move seriously injured people.
- ◆ Call your prearranged family contact.
- ◆ Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
- ◆ Keep a radio on for information and updates.
- ◆ Report all injuries and hazards to the Health Office and/or command personnel.
- ◆ Site emergency personnel will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency personnel will assume control of the situation until emergency officials arrive.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ◆ Assist handicapped persons and anyone with manageable injuries.
- ◆ Do not attempt to move anyone who is severely injured.
- ◆ DO NOT run, use elevators, or close doors behind you.
- ◆ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ◆ STAY AWAY from any structures, debris or utility lines.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ Report attendance and injuries to command personnel.
- ◆ Assemble with your class in the designated area and remain there until instructed otherwise.
- ◆ Do not attempt to reenter the building until it has been officially declared safe.
- ◆ Keep radios on for information and updates.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so. Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

EARTHQUAKE

Action Step	Primary Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Room 101 Staff	Room 101 Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	School Resource Officer/Maintenance & Ops Staff	Learning Specialist/Campus Security
Utility check for damages; all utilities, all buildings	Maintenance & Ops Staff	Maintenance & Ops Staff
Shutdown utilities if necessary	Maintenance & Ops Staff	Maintenance & Ops Staff
Verify attendance of all classes	Registrar/Attendance Clerk	Attendance Clerk/Room 101 Admin Assistant
Backup all data on servers and shutdown	IT Staff/Webmaster	IT Staff/Webmaster
Mobilize Search and Rescue team; organize supplies, search locations	Instructional Staff	Instructional Staff
Report missing students and staff to Search and Rescue team	Registrar/Attendance Clerk	Attendance Clerk/Room 101 Admin Assistant
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Maintenance & Ops Staff	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Room 100 Office Manager
PIO communicates notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Custodial organization of supplies, food, water	Maintenance & Operations Staff	Food Service Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

If you are inside,

- ◆ Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
- ◆ Drop to the floor and, if possible, crawl under a sturdy table or desk.
- ◆ If not possible, stand in a corner or against a solid wall.
- ◆ Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
- ◆ Do not move or evacuate the building unless instructed to do so by emergency personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ◆ Assist handicapped persons and anyone with manageable injuries.
- ◆ Do not attempt to move anyone who is severely injured.
- ◆ Take your purse or wallet you. Do not take time to collect all belongings or to shut down computers.
- ◆ DO NOT run, use elevators, or close doors behind you.
- ◆ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ◆ STAY AWAY from any structures, debris or utility lines.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ Report attendance and injuries to command personnel.
- ◆ Assemble with your division in the designated area and remain there until instructed otherwise.
- ◆ Do not attempt to reenter the building until it has been officially declared safe.
- ◆ Be prepared for after shocks.
- ◆ Keep a radio on for information and updates.

If you are outside,

- ◆ Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
- ◆ The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
- ◆ Stay low, close eyes, and cover ears and head with forearms.
- ◆ Do not enter buildings until they have been officially declared safe.
- ◆ Be prepared for after shocks.
- ◆ Keep a radio on for information and updates.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

EXPLOSION, HAZMAT, CHEMICAL SPILL

Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Room/Floor/Building Effected	Teachers	Campus Security
Gather information on scope and extent of damage, hazard	School Resource Officer/Campus Security	Maintenance & Operations Staff
Seal and isolate location of emergency	Maintenance/Custodial	Campus Supervisors
Call 911/OCFA to report address, building, floor, room, campus location (compass directions)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe to do so and if necessary	Maintenance/Custodial	Campus Security
Ensure orderly evacuation of students and staff	Support Staff	Campus Supervisors
Establish Command Post	Administrative Staff	Administrative Staff
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Report missing students and staff to Command Staff and OCFA	Attendance Office/Room 101 Staff	Attendance Office/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance & Operations Staff
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leaders	Room 100 Administrative Assistant	Foundation Staff
Communicate notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Establish biohazard, chemical detox location	OCFA	OCFA
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff

For an explosion,

- ◆ Remain calm.
- ◆ Immediately drop to the floor, close eyes, clasp both hands behind neck, and cover ears and head with forearms.

When the explosion(s) have stopped,

- ◆ Keep everyone inside the location unless instructed to evacuate.
- ◆ Close windows, shut off vents, turn off fans, seal gaps at windows and doorways.
- ◆ Do not smoke, light matches or activate any electrical or equipment switches.
- ◆ Avoid inhaling toxic fumes if possible.
- ◆ Monitor individuals for any signs of injury and report as soon as possible to command or emergency personnel.

For hazardous materials or chemical spill,

- ◆ Stay away from the hazard source. Do not touch or step in any of the material.
- ◆ Do not eat or drink anything; it may be contaminated.
- ◆ Isolate any individuals that may have become contaminated.
- ◆ Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency personnel.

If evacuation is indicated,

- ◆ Proceed uphill, upstream or upwind of the material, fumes or smoke.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ Quickly assemble in an area away from the exit door and any emergency operations.
- ◆ Do not return to the building unless instructed to do so.

Dial 911 as soon as possible and report the incident to The Receptionist Desk or Security (press buttons on phone) and/or supervisor. Submit any requested documentation immediately.

List of Hazardous Materials Locations:

Building	Floor	Room	Description
Tower	1	111	Industrial Cleaning Supplies
Tower	5	503B	Biology Sciences Supplies
Tower	6	603B	Chemistry Science Supplies
Visual Arts	1	VA110	Propane storage for Welding

FIRE

VERIFIED FIRE ACTION STEPS		
Action Step	Primary Person Responsible	If Primary Not Available
Evacuate Building Effected	Teachers	Campus Supervisors
Gather information on scope and extent of fire (location, ignition point, etc.)	Maintenance & Operations Staff	Room 100 Staff
Call 911/OCFA to report address, building, floor, room, campus location (compass)	Administrative Team	Administrative Team
Radio campus supervisors to inform them of response by OCFA	Room 100 Office Manager	Room 100 Administrative Assistant
Shutdown electricity and gas to effected building if safe	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Establish Command Post	Administrative Team	Administrative Team
Contact Foundation Office Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Verify attendance of all classes	Attendance Clerk/Room 101 Staff	Attendance Clerk/Room 101 Staff
Report missing students and staff to Command Staff and fire department	Attendance Clerk/Room 101 Staff	Attendance Clerk/Room 101 Staff
Establish perimeter around school campus; designate teachers for Facility Security	School Resource Officer/Campus Security	Maintenance/Custodial
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Section Leads	Room 100 Administrative Assistant	Room 100 Office Manager
Communicate notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Establish medical triage location for possible injuries	Health Office	Health Office
Formulate parent reunification plan	Attendance Office	Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff

FALSE ALARM ACTION STEPS		
Evacuate Building Effectuated	Teachers	Campus Security
Gather information on scope and extent of fire (location, ignition point, etc.); verify false alarm	Maintenance & Operations Staff/Campus Security	Maintenance & Operations Staff/Campus Security
Call OCFA and alarm company to verify false	Maintenance & Operations Staff	Maintenance & Operations Staff
Establish Command Post	Administrative Team	Administrative Team
Ensure orderly evacuation of students and staff	Teachers/Support Staff	Teachers/Custodial
Verify attendance of all classes	Attendance Office	Room 101 Staff
Reset alarm panel and pull stations, open all fire doors	Maintenance & Operations Staff	Maintenance & Operations Staff
Ensure orderly return to building for all classes	Teachers/Support Staff	Teachers/Custodial

If you smell smoke or see flames, contact The Receptionist Desk or Security (press buttons on phone), or William Wallace x6401. That person will assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911 and be prepared to:

- ◆ State the nature of the emergency.
- ◆ State your name and a phone number at your location.
- ◆ State the building address and room number or area of the building.
- ◆ Remain on the phone until told to hang up.
- ◆ Ask someone to meet emergency officials at the street.
- ◆ Use the fire extinguisher nearest you, if personal safety permits.
- ◆ DO NOT USE A FIRE EXTINGUISHER ON AN ELECTRICAL FIRE. EVACUATE IMMEDIATELY.

Use nearest designated evacuation route exit and assembly area unless otherwise instructed.

- ◆ If smoke is present, stay close to the floor.
- ◆ Cover your mouth and nose with a wet cloth.
- ◆ Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
- ◆ Close doors behind you as you exit. Do not use elevators.
- ◆ Hold handrails. If no broken glass, remove high heels to avoid tripping.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Bring Emergency Kit with you when evacuating. Further directions will be given to open if needed.
- ◆ After exit, quickly assemble in an area away from the exit door and any emergency operations.
- ◆ Report attendance and injuries to command personnel.
- ◆ Do not return to the building until you are instructed to do so.
- ◆ Keep building entrances and access roads clear for emergency personnel and vehicles.

If evacuation is not possible:

- ◆ Put closed doors between yourself and the smoke and heat.
- ◆ Stay close to the floor.
- ◆ Cover your mouth and nose with a wet cloth.
- ◆ Seal cracks around windows and doors.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

LOCKDOWN/SECURE CAMPUS

Action Step	Primary Person Responsible		If Primary Not Available
Order Lockdown of all buildings and rooms	Administrative Team		Academic Advisors
Contact 911/School Police (714-558-5535) to report the lockdown situation and reason for it	Administrative Team		Academic Advisors
Lock down all access doors in Access Control	Assistant Principal/IT Staff		Assistant Principal/IT Staff
Communicate to Campus Security to lock all exterior doors for all buildings	Main Campus	Campus Security	Maintenance/Custodial
	Webb Theater	Webb Theater Facility Manager	Maintenance/Custodial
Establish Command Post	Administrative Team		Administrative Team
Contact Foundation Staff to report to Command Post for PIO Support	Room 100 Office Manager		Room 100 Administrative Assistant
Establish Action Plan	Administrative Team		Administrative Team
Gather information on location, floor, room, etc.	Police/Campus Security		Learning Specialist
Gather floorplans for law enforcement use	Assistant Principal/Director of Maintenance & Operations		Assistant Principal/Director of Maintenance & Operations
Establish perimeter around school campus; designate teachers for Facility Security	Police/Campus Security		Maintenance/Custodial
Communicate with classrooms via email or telephone	Learning Specialist/Room 100 Administrative Assistant		Room 100 Office Manager/ Room 101 Admin Assistant
PIO communicates notice on OCSA Emergency Twitter	Foundation Staff		Foundation Staff
Monitor media coverage of incident	Foundation Staff		Foundation Staff
Establish medical triage location for possible injuries	Health Office		Health Office
Formulate parent reunification plan	Attendance Office		Room 101 Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant		Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff		Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers		Maintenance/Custodial

ACTION	SIGNALED BY	TEACHER ACTION
Lockdown	PA announcement: "This is a LOCKDOWN , this is not a drill."	Lock down all rooms and keep students away from doors and windows
Secure Campus	PA announcement: "This is a SECURE CAMPUS , this is not a drill. Please keep all students inside."	Keep all students inside of rooms, await further instructions

LOCKDOWN vs. SECURE CAMPUS

A lockdown is called when there is a need to shelter in place for all students and staff, such as a violent intruder. A SECURE CAMPUS is called when there is a potential threat in the area, and all students and staff should be kept inside.

If an intruder or a threat to safety is identified in the building or in the immediate area, a LOCKDOWN may be declared by command or emergency personnel. In this situation, immediate action is required. A lockdown applies to everyone on site.

PLEASE NOTE THAT A LOCKDOWN CAN BE CALLED BY ANYONE.

If in the building,

- ◆ Lock all doors. Lower any shades or blinds and turn off classroom lights.
- ◆ Place heavy objects in front of door to barricade, if possible.
- ◆ Students and teachers should turn all cell phones and electronic devices to silent.
- ◆ Keep students and staff away from doors and windows and on floor.
- ◆ Move to a secure (concealed or walled) area of the building.
- ◆ If gunshot or explosion is heard, drop to the floor and seek cover.
- ◆ Move a telephone into the secure area and call 911 as soon as possible.
- ◆ Account for all students and staff. If possible, send email to administration regarding missing or injured students.
- ◆ Maintain a calm environment.
- ◆ Stay where you are until instructed otherwise by command or emergency personnel, even if the school/work day is over.
- ◆ Guard outside exits to prevent anyone from leaving the building.
- ◆ Update locked down personnel at 5-10 minute intervals, as information is received from command or emergency personnel. If possible, monitor email and listen for announcements over PA.
- ◆ During an attack, if it is easier or closer to escape campus and go to a more secure location elsewhere, do so. If you leave campus, notify administration or Santa Ana School Police or Santa Ana Police as soon as possible.

If outside,

- ◆ Duck and cover to the ground immediately; face down, as flat as possible. If within 15-20 feet of a safe location, duck and run for safety using a zig-zag motion.
- ◆ Try to get behind or inside a building when you deem it safe.
- ◆ When you reach a relatively safe area, stay down and don't move. Do not peek or raise your head.
- ◆ During an attack, if it is easier or closer to escape campus and go to a more secure location elsewhere, do so, do not spend time looking for an open room. If you leave campus, notify administration or Santa Ana School Police or Santa Ana Police as soon as possible.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone). Submit any requested documentation immediately.

SECURED CAMPUS

Action Step	Primary Person Responsible	If Primary Not Available
Order securing of all buildings and rooms	Administrative Team	Academic Advisors
Secure and lock all access doors in Access Control	Assistant Principal/IT Staff	Assistant Principal/IT Staff
Communicate to Campus Security to lock all exterior doors to all buildings	Campus Security	Custodial/Maintenance
Establish Action Plan	Administrative Team	Administrative Team
Gather information on location and extent of incident	Police/Campus Security	Learning Specialist
Contact Foundation Staff to report to Command Post for PIO Support	Room 100 Office Manager	Room 100 Administrative Assistant
Communicate with classrooms via email or telephone	Learning Specialist/Room 100 Administrative Assistant	Room 100 Office Manager/ Room 101 Admin Assistant
PIO communicates notice on OCSA Emergency Twitter	Foundation Staff	Foundation Staff
Monitor media coverage of incident	Foundation Staff	Foundation Staff
Update staff every 15 minutes until conclusion of incident	Room 100 Administrative Assistant	Foundation Staff
Update OCSA Emergency Twitter every 30 minutes	Foundation Staff	Foundation Staff
Maintain facility security and student supervision	Campus Security/Teachers	Maintenance/Custodial

LOCKDOWN vs. SECURED CAMPUS

A lockdown is called when there is a need to shelter in place for all students and staff, such as a violent intruder. A SECURE CAMPUS is called when there is a potential threat in the area, and all students and staff should be kept inside.

If an intruder or a threat to safety is identified in the building or in the immediate area, a LOCKDOWN may be declared by command or emergency personnel. In this situation, immediate action is required. A lockdown applies to everyone on site.

If indoors:

- ◆ Lock all doors.
- ◆ Keep students and staff away from doors and windows.
- ◆ Account for all students and staff. Notify administration via email (send pdf version of emergency accountability report) of any student currently outside of your building and their location if you are aware of it.
- ◆ Maintain a calm environment, but continue with your classroom routine.
- ◆ Stay where you are until instructed otherwise by command or emergency personnel, even if the school/work day is over.
- ◆ Guard outside exits to prevent anyone from leaving the building.
- ◆ Monitor email and listen for announcements over PA.

If outside,

- ◆ Proceed immediately to a secure area.
- ◆ Remain there until instructed otherwise by command or emergency personnel, even if the school/work day is over.

POWER OUTAGE

Action Step	Primary Person Responsible		If Primary Not Available
Communicate with classrooms and direct teachers and students to wait for further instructions	Assistant Principal/ Academic Advisors		Room 101 Staff
Check/verify extent of loss of power for campus and surrounding buildings	Maintenance & Custodial Staff		Campus Security
Designate 2 person teams to check elevators and bathrooms in each campus building	Annex	Campus Security	Maintenance Staff
	Tower	SRO/AP	Maintenance Staff
	Tech Building	IT Staff	Attendance Office
	Symphony Hall	Maintenance Staff	Campus Security
	Visual Arts	VA Staff	VA Staff
	Webb	Webb Staff	SRO/AP
Shutdown servers and backup data for all critical systems at school	IT Staff		Webmaster
Designate Building Leads to communicate with teachers and students in each building	Annex	Dir of Spec. Ed	Learning Specialist
	Tower	Acad Adv (A-G)	Acad Adv (H-O)
	Tech Building	IT Staff	Dir of FTV
	Sym Hall	Acad Adv (P-Z)	Dir of P&D
	Visual Arts	Dir of VA	VA Staff
	Webb	Webb Mgr	CFO
Building Leads establish Floor Leads as the point of contact for each floor	Teachers		Teachers
Contact Southern California Edison to report loss of power (800-611-1911)	Maintenance & Custodial Staff		Maintenance & Custodial Staff
Establish Command Post and Action Plan for incident	Administrative Team		Administrative Team
Communicate Action Plan to Building Leads	Room 100 Administrative Assistant		Room 100 Office Manager
Communicate notice on OCSA Emergency Twitter	Foundation Staff		Foundation Staff
Communicate with Building Leads every 15 minutes	Room 100 Administrative Assistant		Room 100 Office Manager
Communicate with Southern California Edison every 30 minutes	Maintenance & Custodial Staff		Maintenance & Custodial Staff
Evacuate building if situation requires	Administrative Team		Administrative Team

During power outage,

- ◆ Use public or cell phones to communicate.
- ◆ Keep students calm and in your classroom for further instructions. If students need to leave, send students in pairs.
- ◆ Shut down computers. (It is advisable to back up computer files at least weekly.)
- ◆ Emergency lights are powered in specified areas for sixty (60) minutes.
- ◆ Flashlights will be distributed for assistance.

For suspected or actual utility break or water/gas leak,

- ◆ Evacuate the immediate area.
- ◆ Do not touch fallen wires.
- ◆ Check circuit breakers, pilot lights and other potential sources of the problem.
- ◆ Do not return to the area until instructed to do so.

EVACUATION

EVACUATION ROUTES OUT OF BUILDINGS

In the event of an emergency, teachers are asked to stay on campus for as long as their assistance is needed.

POTENTIAL EMERGENCIES

Disaster	Signal	Action
FIRE	• Intermittent bell	• Evacuate
EARTHQUAKE	• Building shaking • Intermittent bell • No bell sounds	• Duck and cover • Evacuate when intermittent bell sounds • Use best judgment to evacuate if bell fails
INTRUDER	• PA announcement this is a lockdown. This is not a drill.	• Lock down all rooms, and keep students away from doors and windows
LOSS OF POWER	• Lights shut off • Phones/electrical equipment do not work • Elevators do not work	• Remain in classroom for further instructions
CLASSROOM INCIDENT	• Various actions will indicate a classroom emergency in progress	• Call security from classroom phone • Call Health Office & 911 if appropriate • Move students away from emergency

EVACUATION ROUTES OUT OF BUILDINGS

Rooms/Buildings	Direction to Evacuate the Building	Evacuation Area
Tech Building	Through east exits	10th Street
Symphony Hall	Through nearest exit onto 10th Street	10th Street
Basement classrooms	Up through east stairwell	10th Street
All 1st floor rooms	Out through Main Street lobby doors	10th Street
Rooms 209-214	Down stairwell in cafeteria	10th Street
Tower rooms ending in 00-04	Stairs next to elevators	10th Street
Tower rooms ending in 05-07	Stairs into staff parking lot	10th Street
Annex Building	Through west Annex exits	Annex Activity Area
Visual Arts Building	Through west exits	Sycamore and 10th
Margaret A Webb Theatre	Through east exits	Theatre parking on east side of Bush Street

EVACUATION GROUPS

Group 1

Evacuate immediately at the sound of the bell

- Tech Building
- Symphony Hall
- Basement
- 1st Floor
- 2nd Floor
- 3rd Floor
- 7th Floor
- Annex
- Visual Arts Building
- Margaret A Webb Theatre

Group 2

Tower floors cascade in the following order:

- 6th Floor (After the 7th Floor has evacuated above you)
- 5th Floor (After the 6th Floor has evacuated above you)
- 4th Floor (After the 5th Floor has evacuated above you)

EVACUATION PROCEDURES

1. Bring your class roster and Emergency Accountability Sheet. Lock your classroom door behind you.
2. ALL TEACHERS: Each floor needs to designate a Lead teacher and a Sweep teacher to escort students down the stairs.
3. GROUP 1 teachers: Designate one teacher at each stairwell to alert the floor below you when clear to evacuate.
4. GROUP 2 teachers: Be alert clearance from floor above
5. Once you have arrived at your designated location, have all students sit down in line. Complete the Emergency Accountability Report and send your attendance to the designated collection point for recording.

Leave the room calmly.

- **Group 1:** Evacuate the building immediately on your designated route and proceed to your designated evacuation area. Be sure to lock your door behind you.
- **Group 2:** Proceed immediately to the refuge areas and wait for floor above you to evacuate. Follow your designated evacuation route listed above. Be sure to lock your door behind you.

Evacuation of the building or work area may seem necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency officials or command and evacuation personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- ◆ Take your purse or wallet and cellular phone with you. Do not take time to collect belongings or to shut down computers.
- ◆ Assist handicapped persons and anyone with manageable injuries.
- ◆ Do not attempt to move anyone who is severely injured.
- ◆ DO NOT run, use elevators, or close doors behind you.
- ◆ DO NOT smoke, light matches or activate any equipment or electrical switches.
- ◆ STAY AWAY from any structures, debris or utility lines.
- ◆ Bring Emergency Accountability Forms with you when evacuating. If you do not have forms, command personnel will have additional forms available.
- ◆ Report attendance and injuries to command personnel as quickly as possible.
- ◆ Assemble with your division in the designated area and remain there until instructed otherwise.
- ◆ Do not attempt to reenter the building until it has been officially declared safe.
- ◆ Do not leave the site unless instructed to do so.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

Report the incident as soon as possible to The Receptionist Desk or Security (press buttons on phone) and one of the following individuals. Submit any requested documentation immediately.

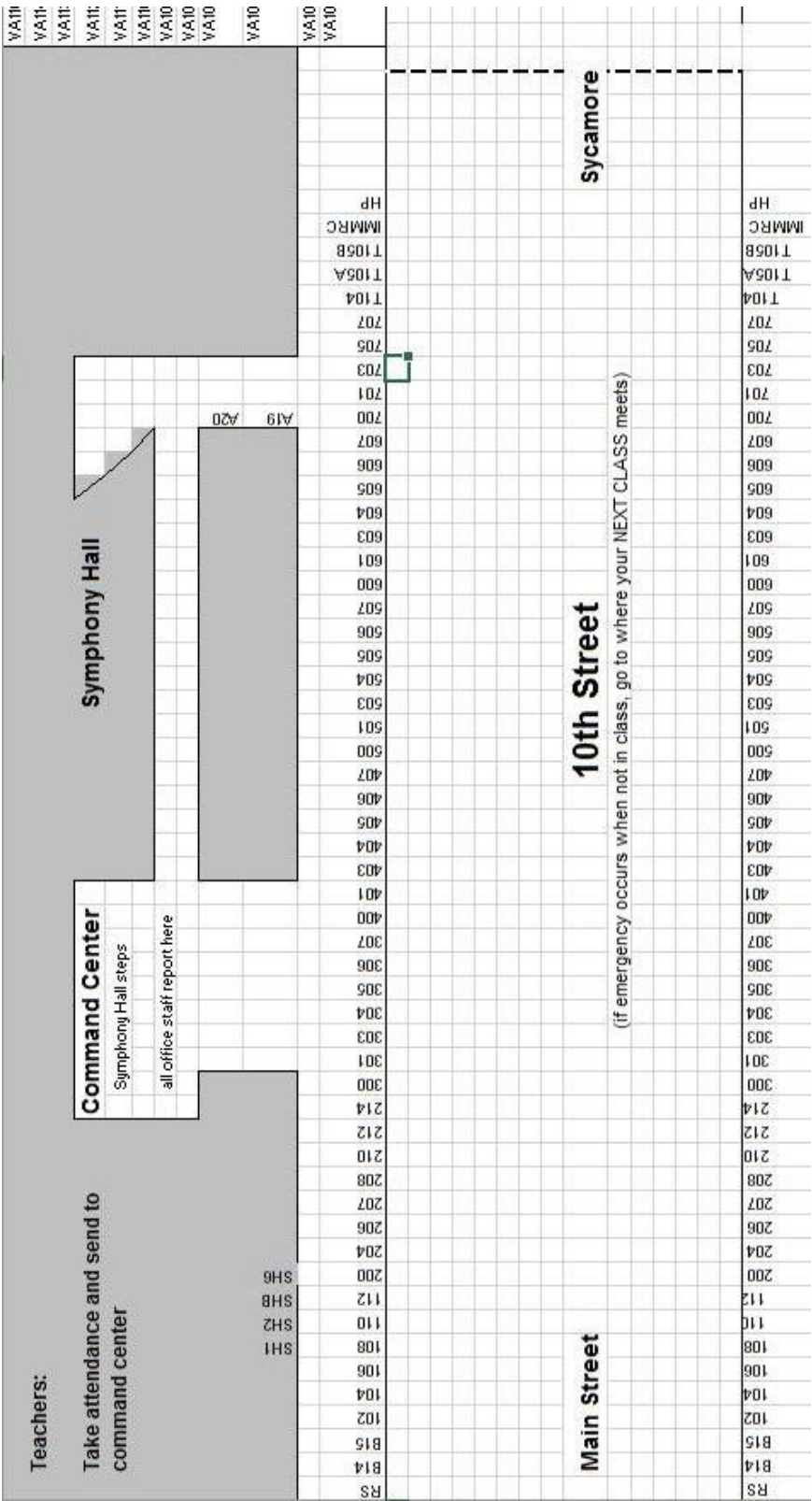
List emergency contact numbers here:

Benjamin Wolf (714) 227-5006
William Wallace (714) 457-3971
Becca Freeland (310) 463-8485

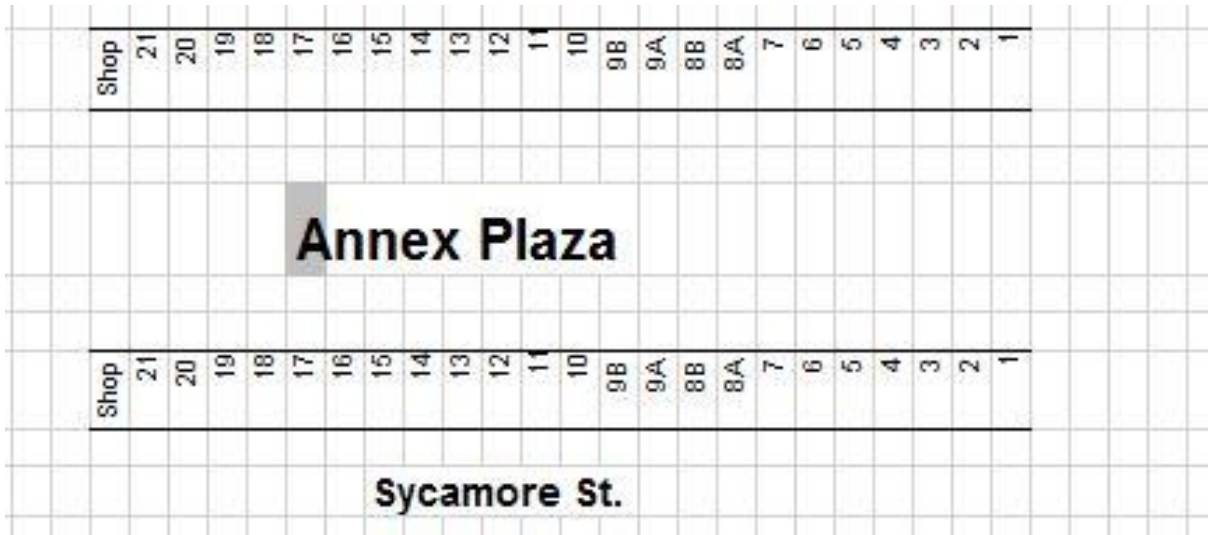
EMERGENCY DURING NON-INSTRUCTIONAL TIME (including Block 7)

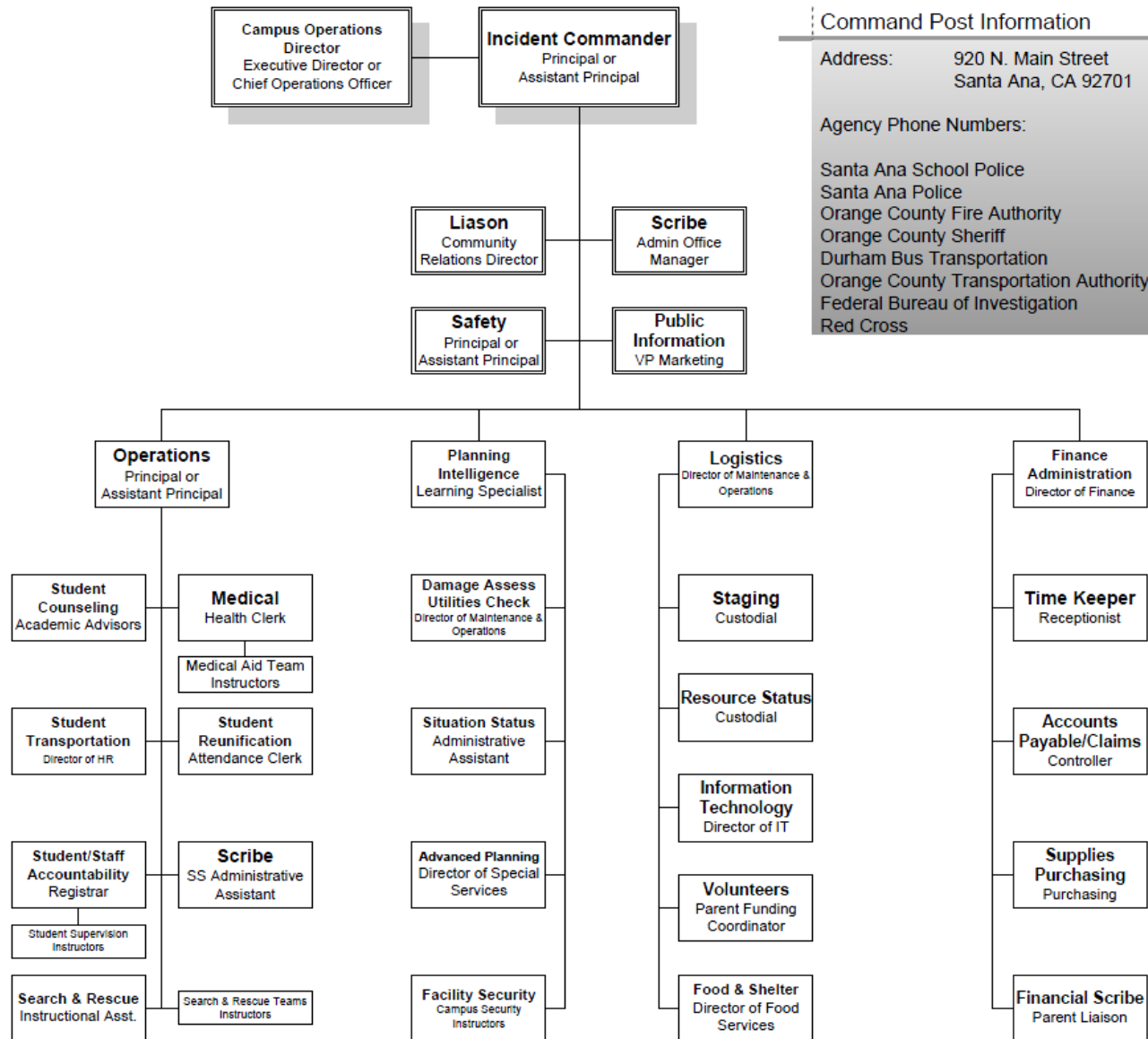
If an emergency takes place during a non-instructional part of the day, (before or after school, nutrition, lunch, etc.) go to the evacuation location for your **NEXT SCHEDULED CLASS**.

TOWER / TECH / SYMPHONY HALL / VAC EVACUATION MAP



**ANNEX
EVACUATION MAP**





Command Post Information

Address: 920 N. Main Street
Santa Ana, CA 92701

Agency Phone Numbers:

Santa Ana School Police	714-558-5535
Santa Ana Police	714-834-4211
Orange County Fire Authority	714-573-6000
Orange County Sheriff	714-647-7000
Durham Bus Transportation	714-542-8989
Orange County Transportation Authority	714-560-6282
Federal Bureau of Investigation	310-477-6565
Red Cross	714-481-5300

Incident Command Structure Job Descriptions

CAMPUS OPERATIONS DIRECTOR – The Executive Director or Chief Operations Officer, referred to as the Campus Operations Director is responsible for:

- Establishing the basic policies which govern the Emergency Management Organization
- Declaring an emergency when required
- Functioning as the highest level of authority during an emergency

INCIDENT COMMANDER – The Principal or Assistant Principal, referred to as the Incident Commander, has complete authority and responsibility for the overall operations of the incident. This includes activating, directing, and managing the Command Post; establishing objectives and strategies; approving action plans developed by Command Post staff to implement objectives and strategies; and approving requests for ordering or releasing resources through mutual aid. The Incident Commander directs the emergency response for a major disaster to minimize casualties and injuries, sets priorities and delegates tasks, and provides the Campus Operations Director with current information on the status of the emergency response. The Incident Commander is responsible for:

- Ensuring the emergency organization follows established policies and procedures
- Establishing priorities for the use of personnel and resources
- Authorizing deviations of procedures for implementing the emergency plan
- Adjudicating conflicting demands for support
- Managing the recovery process
- Developing strategies and tactics
- Ordering and/or releasing resources
- Assessing the situation and/or obtain a briefing from the prior Incident Commander
- Determining incident objectives and strategies
- Establishing immediate priorities
- Establishing an Incident Command Post
- Establishing an appropriate organization
- Ensuring planning meetings are scheduled as required
- Approving and authorizing the implementation of Incident Action Plans
- Ensuring that adequate safety measures are in place
- Coordinating activities for all Command and General Staff
- Coordinating with key people and officials
- Approving requests for additional resources or for the release of resources
- Keeping the Campus Operations Director informed of the incident status
- Authorizing the release of information to the news media
- Ordering the demobilization of the incident when appropriate

The Incident Commander is assisted by the following staff:

PUBLIC INFORMATION OFFICER (PIO) – The Vice President of Marketing and Special Events, referred to as the Public Information Officer (PIO) is responsible for preparing and disseminating emergency public information regarding the incident size, cause, ongoing situation, resources, and other matters of interest associated with the emergency. The PIO, with the assistance of the Personnel Unit (Student and Personnel Accountability) provides information to employees, students, parents, and the general campus community. The PIO is the point of contact for the public and the news media, coordinating releases for the school and with other agencies, and holding news conferences as necessary. The PIO is responsible for establishing a Rumor Control Center and assisting with plans for the rapid release of emergency instructions and information to the public through all available means. The PIO shall:

- Determine from the Incident Commander if there are any limits on information release
- Establish “news center” site as a media reception area, away from Command Post
- Develop materials for use in media briefings
- Obtain the Incident Commander’s approval of media releases
- Inform media and conduct media briefings
- Arrange for tours and other interviews or briefings that may be required
- Obtain media information that may be useful to incident planning
- Maintain current information summaries and/or displays on the incident and provide information on status of incident to assigned personnel
- Maintain a log of activities

LIAISON OFFICER – Incidents that are multi-jurisdictional, or have several agencies involved, may require the establishment of the Liaison Officer position on the Command Staff. The Director of Community Programs, referred to as the Liaison Officer is the contact person for the personnel assigned to the incident by assisting or cooperating agencies. These are personnel other than those on direct tactical assignments or those involved in a Unified Command. The Liaison Officer functions as the point of contact for the supporting agencies and mutual aid agency representatives. The Liaison Officer assists with intergovernmental communications and liaison. This may include representatives from other law enforcement agencies, fire services, emergency medical providers, city and county agencies, and private organizations. The Liaison Officer shall:

- Determine an operating area with necessary supplies and equipment
- Be a contact point for Agency Representatives
- Maintain a list of assisting and cooperating agencies and Agency Representatives
- Assist in establishing and coordinating inter-agency contacts
- Keep agencies supporting the incident aware of incident status
- Monitor incident operations to identify current or potential inter-organizational problems
- Participate in planning meetings, provide current resource status, including limitations and capability of assisting agency resources
- Maintain a log of activities

SAFETY OFFICER – The Principal or Assistant Principal, referred to as the Safety Officer is responsible for monitoring and assessing hazardous and unsafe situations and developing

measures for assuring student and personnel safety. The Safety Officer has the authority to stop all unsafe activity on an incident that is deemed to be outside the scope of the incident action plan. The Safety Officer is the point of contact for coordinating the response and deployment of counseling and psychology personnel for critical incident stress management.

The Safety Officer's function is to develop and recommend measures for assuring student and personnel safety, and to assess and/or anticipate hazardous and unsafe situations. Only one Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary, and the assistants may also represent assisting agencies or jurisdictions. Safety Assistants may have specific responsibilities such as assessing hazardous materials incidents. The Safety Officer shall:

- Participate in planning meetings
- Identify hazardous situations associated with the incident
- Review the Incident Action Plan for safety implications
- Exercise emergency authority to stop and prevent unsafe acts that are outside the scope of the Incident Action Plan
- Investigate accidents that have occurred within the incident area
- Assign assistants as needed
- Review and approve the medical plan
- Maintain a log of activities

COMMAND POST SCRIBE – The Room 100 Office Manager, referred to as the Command Post Scribe, is responsible for maintaining a log and time record of all activities within the Command Post. The Scribe will record time and description of all communications, Incident Action Plans, mobilization/demobilization of units and maintain all records for the Command Staff.

OPERATIONS SECTION

OPERATIONS CHIEF – The Principal or Assistant Principal, referred to as the Operations Chief, is responsible for overseeing and managing the tactical operations of the various response elements involved in the disaster/emergency. The Operations Chief will:

- Assist in the development of the Operations portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Ensure safe tactical operations
- Request additional resources to support tactical operations
- Make or approve expedient changes to the Incident Action Plan during the Operational Period as necessary
- Maintain close communication with the Incident Commander
- Coordinate units within the Operations Section
- Maintain a log of activities

The Operations Section includes the following units:

STUDENT COUNSELING UNIT – staffed by the Academic Advisor is responsible for:

- Assisting students with stress management
- Responding to student grief situations
- Maintaining a log of activities

MEDICAL UNIT – staffed by the Health Clerk, is responsible for:

- Developing a Medical Aid Plan
- Coordinating and obtaining medical aid for students, employees, and visitors during the emergency/disaster
- Preparing reports and records
- Maintaining a log of activities

STUDENT TRANSPORTATION UNIT – staffed by the Director of Human Resources, is responsible for:

- Coordinating and providing transportation for evacuations as necessary
- Coordinating and providing vehicles to transport critical supplies and emergency workers as necessary
- Maintaining a log of activities

STUDENT/STAFF ACCOUNTABILITY UNIT – staffed by the Registrar, is responsible for:

- Maintaining an updated list of class sections each semester with student totals for each section
- Maintaining an accurate list of enrolled students at the school
- Receiving and verifying all emergency attendance sheets
- Coordinating with the Attendance Clerk for known student absences
- Communicating with the Search and Rescue Unit for students known to still be inside campus buildings
- Developing a plan for student supervision until reunification can take place
- Preparing reports and records
- Assisting the Student Reunification Unit with student-parent reunification
- Maintaining a log of activities

STUDENT REUNIFICATION UNIT – staffed by the Attendance Clerk, is responsible for:

- Maintaining an accurate record of student attendance each day
- Maintaining emergency cards for each student
- Assisting the Registrar and Director of Human Resources in receiving and verifying emergency attendance sheets during an emergency/disaster
- Developing a Student-Parent Reunification Plan
- Preparing reports and records

- Maintaining a log of activities

OPERATIONS SECTION SCRIBE – staffed by the Administrative Assistant to the Student Services Office, is responsible for maintaining a log to record the activities of the Operations Section.

SEARCH AND RESCUE UNIT – staffed by the Instructional Assistant, is responsible for:

- Organizing search and rescue teams
- Searching predetermined areas of the campus, in established patterns, after a disaster
- Locating endangered, trapped, disabled and/or isolated persons.
- Coordinating with the Student/Staff Accountability Unit to determine known absences and/or missing individuals
- Rescuing any trapped or injured persons according to established rescue plans
- Assisting injured persons with first aid
- Sending for help if the person cannot be safely moved
- Extinguishing small fires

PLANNING AND INTELLIGENCE SECTION

PLANNING AND INTELLIGENCE CHIEF – The Learning Specialist, referred to as the Planning Chief, is responsible for collecting, evaluating and disseminating the incident information needed to measure the size, scope, and seriousness of an incident, and to plan an appropriate response. The Planning Chief will:

- Assist in the development of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Gather intelligence on the incident for use in planning meetings
- Develop a plan of action that will last for the duration of the incident
- Anticipate necessary materials and resources needed for the incident
- Maintain close communication with the Incident Commander
- Coordinate units within the Planning and Intelligence Section
- Maintain a log of activities

The Planning and Intelligence Section includes the following units:

DAMAGE ASSESSMENT AND UTILITIES CHECK UNIT – staffed by the Co-Director of Maintenance and Operations, is responsible for:

- Checking all facilities for damage
- Checking all utilities and disconnecting or shutting down if necessary
- Maintaining communication with the Planning and Intelligence Chief
- Coordinating with the Search and Rescue Unit to locate injured students and staff
- Maintaining a log of activities

SITUATION STATUS UNIT – staffed by the Room 100 Administrative Assistant is responsible for:

- Disseminating the status of the incident to all units at regular intervals
- Maintaining communication with the Planning and Intelligence Chief
- Developing reports that can be approved by the Planning and Intelligence Chief for distribution
- Developing reports that can be read by the Public Information Officer during media briefings
- Maintaining a log of all activities

ADVANCED PLANNING UNIT – staffed by the Director of Special Services is responsible for:

- Collecting intelligence that can be shared with the Planning and Intelligence Chief for use in the Incident Action Plan
- Anticipating changes in the incident situation
- Using community connections to anticipate changes in the incident
- Maintaining communication with the Planning and Intelligence Chief
- Maintaining a log of all activities

FACILITY SECURITY UNIT – staffed by Campus Security and Teachers/Instructors, are responsible for:

- Preventing unauthorized individuals from entering campus buildings during a disaster/emergency
- Reporting individuals trying to access buildings during an incident
- Assisting law enforcement to provide perimeter security

LOGISTICS SECTION

LOGISTICS CHIEF – The Co-Director of Maintenance and Operations, referred to as the Logistics Chief, is responsible for overseeing and managing the supply and staffing needs of the disaster/emergency. The Logistics Chief will:

- Assist in the development of the Logistics portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan
- Acquire the resources needed to assist emergency responders
- Develop a long range plan for needs like food, water, and bathroom facilities
- Maintain close communication with the Incident Commander
- Coordinate units within the Logistics Section
- Maintain a log of activities

The Logistics Section includes the following units:

STAGING UNIT – staffed by the Custodian, is responsible for gathering and preparing supplies needed for campus operations and emergency responders. The Staging Unit will:

- Bring the disaster supplies contained within the container in the Tower parking lot to the Command Post
- Respond to requests for additional materials from the Logistics Chief
- Maintain communication with the Logistics Chief
- Maintain a log of all activities

RESOURCE STATUS UNIT – staffed by the Custodian, is responsible for gathering intelligence on quantities of supplies necessary for the Operations Section and emergency responders. The Resource Status Unit will:

- Establish a list of available resources and quantities of each resource
- Maintain communication with the Logistics Chief
- Respond to requests for additional materials from the Logistics Chief
- Work in conjunction with the Staging Unit to gather and prepare resources for the Operations Section and emergency responders
- Prepare reports and records

INFORMATION TECHNOLOGY UNIT – staffed by the Director of Information Technology, is responsible for reestablishing and maintaining necessary IT systems during an emergency/disaster. The Information Technology Unit will:

- Secure the software and database systems for the school.
- Ensure that school information has been backed up and archived appropriately
- Reestablish internet connections in the school and the Command Post
- Provide the Command Post with 2 work stations and a printer when ICS is activated
- Maintain communications with the Logistics Chief
- Maintain a log of all activities

VOLUNTEER UNIT – staffed by the Parent Funding Contract Coordinator, is responsible for coordinating volunteers who arrive at the school during an emergency/disaster. The Volunteer Unit will:

- Develop an action plan for registering volunteers and their capabilities
- Maintain a record of all volunteers and their abilities when they arrive at the school
- Maintain communication with the Logistics Chief
- Assign volunteers to necessary jobs requested from the Logistics Chief
- Maintain a log of all activities

FOOD AND SHELTER UNIT – staffed by the Director of Food Services is responsible for:

- Implementing the Care and Shelter plan

- Providing emergency shelter, food, water, and basic necessities for students, employees, and visitors following an emergency/disaster

FINANCE SECTION

FINANCE CHIEF – The Director of Finance, referred to as the Finance Chief, is responsible for tracking incident related costs, personnel records, requisitions, and administrating procurement contracts required by the Logistics Section. The Finance Chief will:

- Develop a plan for acquiring necessary materials required for the disaster/emergency
- Develop a plan to maintain fiscal solvency during the disaster/emergency
- Track all purchases and expenditures related to the disaster/emergency
- Maintain communications with the Incident Commander
- Maintain a log of all activities

The Finance Section includes the following units:

TIME KEEPER UNIT – staffed by the Receptionist, is responsible for recording the events that are a part of the disaster/emergency. The Time Keeper Unit will:

- Record the times of all events that occur during the disaster/emergency
- Maintain communication with the Finance Chief
- Maintain communication with the section scribes
- Develop reports of all events
- Create a “master log” of all activities from all sections for incident debrief once the disaster/emergency is concluded

ACCOUNTS PAYABLE UNIT – staffed by the Controller, is responsible for paying for all necessary materials needed during the disaster/emergency. In addition, the Accounts Payable Unit will take steps to ensure that all staff members are paid on their normal schedule. The Accounts Payable Unit will:

- Provide the funding in order to purchase the necessary equipment and resources for emergency responders and the overall disaster/emergency
- Work closely with the Purchasing Unit to acquire necessary resources
- Develop a plan to maintain fiscal solvency for future purchases
- Develop a plan to maintain the payroll for staff
- Maintain communication with the Finance Chief
- Develop reports of all items/resources purchased during the incident
- Maintain a log of all activities

PURCHASING UNIT – staffed by the Business Office Administrative Assistant responsible for Purchasing, is responsible for purchasing the necessary materials and resources during the disaster/emergency. The Purchasing Unit will:

- Purchase all materials and resources necessary for emergency responders and the overall disaster/emergency
- Work closely with the Accounts Payable Unit to acquire the necessary funding
- Receive direction from the Finance Chief on purchases necessary
- Develop a plan for purchasing and acquiring materials when necessary
- Maintain communication with the Finance Chief
- Develop reports of items purchased
- Maintain a log of all activities

FINANCE SECTION SCRIBE – staffed by the Parent Liaison, is responsible for maintaining a log to record the activities of the Finance Section.

Exhibit D

ORANGE COUNTY SCHOOL OF THE ARTS

2015-16 Academic Requirements

Admission Grade Point Average Policy

Prospective students applying to the Orange County School of the Arts must submit an application and their most recent (semester or trimester) report card confirming no “F” grades and a minimum academic G.P.A of 2.0 or better from a state authorized public school or accredited private institution or program.*

The academic G.P.A. is based on grades from a minimum of 4 of the following 5 core academic subjects:

- English
- Math
- Science
- Social Science/History
- World Language

Except as provided herein, students who do not meet the above criteria are **NOT** eligible for admission to the Orange County School of the Arts. Until academic approval has been given, applicants will not have an opportunity to audition.

Applicants who received academic approval will be notified regarding an audition opportunity. If the applicant is accepted, their **final admission status will be contingent upon** their final semester/trimester report card for the current school year confirming no "F" grades and an academic G.P.A. of 2.0 or better in the core subjects.

Applicants will be considered for admission without regard to ethnicity, national origin, gender or disability, race, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Penal Code section 422.55.

Students with special needs who qualify for IDEIA/Section 504 services will not be excluded from admission solely on the basis of disability. The academic admission decision will take into account their special needs. The admission criteria will not have a discriminatory or disparate impact upon EL status or any other protected characteristic.

A parent/guardian who provides reliable evidence that the denial of admission is a direct result of special education/504/EL status or status as a member of a protected class may seek review of the decision not to admit within ten (10) calendar days of the notice of the decision not to admit.

* To verify school accreditation, please visit the **WASC Accrediting Commission for Schools** site at www.acswasc.org. Students attending non-accredited private institutions or programs will be subject to further academic review before final acceptance can be offered. This review will include analysis of nationally recognized standardized test results and/or placement tests administered by OCSA.

ACADEMIC PROBATION AND DISMISSAL

For students whose Grade Point Averages show they are at academic risk, the following process applies:

At the first progress report, students with a GPA below a 2.0 receive a letter warning that they may be put on academic probation if they do not raise the GPA to a 2.0 or above by the end of the semester. Other supports and interventions include but are not limited to:

- Parents have the option of putting their child on a Weekly Progress Report and attending Block 7 study.
- Students are called in to the office to talk about their goals for bringing up the GPA.
- A SST Team may be held to discuss interventions that teachers can use in their classroom.
- A student tutor may be assigned to the student to help give one-on-one help and motivation to improve the student's grade.
- Parent/teacher/student conferences may be held to discuss ways for school and home to work together to support the child.
- The student may be placed in an academic lab, to receive extra support and help.

At first semester, if a student has below a 2.0 they are placed on academic probation and extra-curricular conservatory activities are curbed until the GPA is raised. A meeting is held with the student and their parents to discuss remediation plans. Students are put on weekly progress reports, assigned to Block 7 for study hall and academic tutoring, daily planner signatures, or further testing depending on the individual need. SST team meetings are held with teachers to discuss interventions in the classroom. Students are monitored throughout the semester.

At the end of the second semester, if the student still has not achieved a GPA of 2.0 or higher, he/she will be dismissed from the school after being afforded due process, provided that nothing in OCSA's academic probation, Remediation Program, and dismissal related to academic performance standards or procedures shall supersede OCSA's nondiscrimination obligations, including prohibitions against discrimination on the basis of mental or physical disability and/or qualification under the IDEIA and/or Section 504. Should a student's special education/Section 504 status, accommodations, or EL students have an impact on whether the student meets OCSA's academic criteria for ongoing enrollment at OCSA, the failure to meet those criteria shall not automatically result in the student being dismissed from OCSA based on academic performance. Such the student shall be afforded all of the protections of those laws (including all applicable accommodations) in considering his or her ongoing enrollment at OCSA.

If a student's GPA falls below 2.0, and the student corrects the deficiency by successfully completing a class or classes in summer school, the student will be removed from academic probation and/or will be readmitted to the Charter School.

Exhibit E

ACTING CONSERVATORY: Audition Requirements 2015-16



Acting: (All Grades)

The Acting Conservatory audition is a two-round process. Please note, not all applicants will be invited to round two.

Round One: Application & Video Submission

Please submit a completed application and video, no more than 4 minutes in length based upon the requirements below.

- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in.
- Videos should have no disruptive background noise, good lighting and be able to view ¾ of the student's body in the video.
- Videos should be specifically produced for your OCSA audition. Do not include filmed excerpts from previous stage performances.
- No costumes. Do not use a handheld microphone. No electronic vocal enhancement allowed.
- To protect your privacy, the YouTube video should be saved as "**unlisted**" so it cannot be publicly viewed.
- **Copy and paste your YouTube video URL (web address) directly into the body of your submission email.**
Title above the link: Acting Audition Link
- Video links must be included in the body of the submission email. Applications that do not have a working, clickable, video link will be considered incomplete and will not be processed.
- Once your video has been submitted to OCSA, the submission is final and changes cannot be made. Failure to follow these instructions may result in your application not being processed.

Video Requirements

Acting – Prepare two memorized monologues – one dramatic and one comedic (no longer than 1 - 2 minutes each). In addition to published plays and monologue anthologies, some of the following titles are available at bookstores, libraries, and online. Audition material is not limited to these titles but should be age-appropriate and must be from a published source – no original works:

- "Monologues for Teenage Girls" by Susan Pomerance
- "Winning Monologues for Young Actors" by Peg Kehret
- "Audition Speeches for Young Actors 16+" edited by Jean Marlow
- "Monologues for Young Actors" edited by Lorraine Cohen
- "The Methuen Audition Book for Young Actors" by Anne Harvey
- "Neil Simon Monologues" by Neil Simon
- "Monologues From The Classics" by Shaun McKenn

Note: "The Stepsister Speaks Out," "Alice in Wonderland," and "You're a Good Man, Charlie Brown" are overdone, you may want to avoid them. If your monologue is about trying to send your burger back, you may want to find something

ACTING CONSERVATORY: Audition Requirements 2015-16



more substantial. Monologues from published plays are usually preferable, but monologues from collections are acceptable.

Video links of academically approved applicants will be submitted to the Acting team for review. All applicants will be notified via e-mail whether they have or have not been selected to move on to round two.

Round Two: On-Site Interview/Audition

Applicants that are selected from round one will be invited to an on-site interview. Additionally, some students called to the on-site interview may be asked to perform one or both of their initial round one audition pieces live. Please be prepared. Please bring a current photo to the live audition.

CLASSICAL AND CONTEMPORARY DANCE CONSERVATORY

Audition Requirements 2015-16



Classical and Contemporary Dance Conservatory: (All Grades)

The Classical and Contemporary Dance Conservatory audition is a one-round process.

Grades 7-8 (Level 1):

- Students will partake in a 1 hour and 45 minute ballet class that incorporates a ballet barre, center and pointe barre. Intermediate level of technique is expected as basic level classes are not provided in the Classical and Contemporary Dance Conservatory curriculum.
- Pointe level is a combination of pre-pointe and basic pointe.
- Only Confidential 'Letters of Recommendation' will be considered (sealed and signed envelope by recommender).
- Please bring a current photo.

Grades 9-12 (Level 2 & 3):

- Students will partake in a 2-hour ballet class that incorporates a ballet barre, center and pointe work. Intermediate-advanced level of technique is expected as basic level classes are not provided in the Classical and Contemporary Dance Conservatory curriculum.
- Female students must display an intermediate level of pointe proficiency to be considered for admission.
- Only confidential 'Letters of Recommendation' will be considered (sealed and signed envelope by recommender).
- Please bring a current photo.

Audition Attire

Girls: Black leotard, pink tights & pink ballet slippers. Hair in a neat, secure bun.

Boys: White form fitting t-shirt, black tights & black ballet slippers.

CLASSICAL INSTRUMENTAL MUSIC CONSERVATORY: ORCHESTRA PROGRAM

Audition Requirements 2015-16



Strings and Orchestra Program (All Grades)

The Classical Instrumental Music Conservatory – Strings and Orchestra Program audition is a one-round process.

On-Site Audition

Strings and Harp:

The audition will be in three parts:

1. Scales

Students will also be asked to perform one or two major scales in as many octaves as the student is capable. The judges will request the scales. Students will not know in advance which one(s) will be chosen. Harpists will not be asked scales.

2. Solo performance

Demonstrate two distinct styles of solo playing:

- Lyrical, melodic, and slow.
- Fast and more technical.

The solo selections are to be chosen by the student. The two different styles can be two separate pieces or two contrasting movements from the same work. Repertoire chosen for the audition cannot be a folk song, Broadway show tune or pop tune but drawn from the traditional repertoire (i.e. Bach, Mozart, Beethoven, Brahms, Stravinsky, etc.)

Bring two extra copies of your music for the adjudicators. Your music will be returned.

Please bring a current photo.

3. Sight Reading

Students will be given a short excerpt of music that they have not seen before and will be asked to play it for the judges.

DO NOT BRING AN ACCOMPANIST TO THE AUDITION. THE STUDENT WILL PLAY WITHOUT ACCOMPANIMENT AND WE CANNOT GUARANTEE THE AVAILABILITY OF A PIANO IN THE AUDITION ROOM.

CLASSICAL INSTRUMENTAL MUSIC CONSERVATORY: PIANIST PROGRAM

Audition Requirements 2015-16



Pianist Program (All Grades)

The Classical Instrumental Music Conservatory – Pianist Program audition is a one-round process.

On-Site Audition repertoire:

1. ONE work by J. S. Bach from among the following choices ONLY: any Sinfonia, Prelude and Fugue from Books I or II of The Well-Tempered Klavier, any Toccata, any two movements from any French Suite, English Suite, Partita, or any Italian Concerto movement.

IMPORTANT NOTE: Little Preludes or Fugues and pieces from the Anna Magdalena Bach Notebook will not be accepted and inclusion will disqualify a student from consideration for admission!

2. A first movement of a standard Classical Sonata by Haydn, Mozart or Beethoven, excluding Haydn Sonatas, Hoboken 1-30, Mozart Sonata K 545 and Beethoven Sonatas op. 49.

3. A major work or movement by a romantic or twentieth/twenty first century composer.

- **All pieces must be played from memory**
- **IMPORTANT NOTE: NO pop music or arrangements of classical repertoire will be accepted for the audition! NO Concerti will be accepted as audition pieces.**
- Be prepared to demonstrate ability at sight reading.
- Students auditioning for grades 7 and 8 should be prepared to play any of the 7 major scales beginning on white notes, 2 octaves, hands together.
- Students auditioning for grades 9 through 12 should be prepared to play any major scale, 4 octaves, hands together.
- Bring two scores, either original or photocopied or one of each, of each piece you will play for the adjudicators. The music will be returned.
- Please bring a current photo.

CLASSICAL VOICE CONSERVATORY

Audition Requirements 2015-16



Classical Voice Conservatory: (All Grades)

The Classical Voice Conservatory audition is a one-round process.

Please prepare two classical songs or arias. (Classical musical theatre will also be accepted.) Selections could be sung in English or in the original foreign language. Below is a list of songbooks which contain commonly used classical audition repertoire. Audition material is not limited to the following examples, but should be appropriate to the student's vocal range and ability:

- 24 Italian Art Songs – by G. Schirmer / Hal Leonard
 - 15 Easy Folksong Arrangements – by G. Schirmer / Hal Leonard
 - The First Book of (Soprano, Mezzo-Soprano, Tenor, Baritone) Solos – by G. Schirmer / Hal Leonard
 - Musical Theatre Anthologies (the non-belter edition) - by Hal Leonard
 - Songs by the following composers: Henri Purcell, Robert and/or Clara Schumann, Franz Schubert, Johannes Brahms, Gabriel Faure, W.A. Mozart, G.F. Handel or Benjamin Britten.
- No CD or Ipod track accompaniment.
 - An accompanist will be provided at the audition, or you can bring your own accompanist. Please bring clean sheet music for the accompanist.
 - Please have songs memorized and be dressed in audition attire.
 - Bringing a "Personal Evaluation" or "Recommendation" from current Choir Director or Music Teacher to the audition is highly recommended.
 - Please bring a current photo to the audition.

COMMERCIAL DANCE CONSERVATORY

Audition Requirements 2015-16



Commercial Dance Conservatory: (All Grades)

The Commercial Dance Conservatory audition is a one-round process.

- After a short warm-up, students will learn and perform choreography in jazz, tap, and ballet. Students do not need to prepare a routine ahead of time but will be allowed (optional) to demonstrate ability in a dance area not listed above, should time allow.
- If opting to show other dance form at the end of the audition, please have 30 seconds of music ready on iPod or Smart Phone. For safety reasons we will not ask to see any ballet in pointe shoes.
- We will notify you if we should need any additional requirements once your application is processed.
- Please note: Letters of Recommendation are not required and no more than two will be accepted at the audition.

Required Audition Attire:

Please bring jazz, tap and ballet shoes. Wear form fitting dancewear of any color. Hair must be pulled back from face, any style is acceptable.

CONTEMPORARY MUSIC CONSERVATORY: COMMERCIAL MUSIC PROGRAM

Audition Requirements 2015-16



Commercial Music Program (9th – 12th Only)

The Contemporary Music Conservatory – Commercial Music Program audition is a one round process.

Students must be self-motivated, with a hard-working, positive attitude, enjoy performing and listening to a wide variety of music and be able to understand and take professional direction. Demonstrating knowledge of major scales and sight-reading is required in all areas of Instrumental Music.

On-Site Audition

Audition requirements for this program will consist of a short interview and sight-reading exercise, followed by the following requirements.

Vocalists & Instrumentalists: (Commercial Music Program)

Performance of two selections:

- #1 The applicant will perform one song from the preselected list below
Applicant *will* perform with a karaoke track (or accompany themselves if possible).

Vocalists:

This audition will consist of the applicant performing a verse and chorus of one of the following:

Female Vocalists:

Misery Business – Paramore
Try – Colby Caillat
Royals – Lorde
Roar – Katy Perry

Male Vocalists:

Radioactive – Imagine Dragons
Stay With Me – Sam Smith
All of Me – John Legend
Just The Way You Are – Bruno Mars

- **Instrumentalists:**

This audition will consist of the applicant performing one of the following:

Guitar:

Complete Solo from Stairway to Heaven (Led Zeppelin)
Complete Solo from Bohemian Rhapsody (Queen)
Intro & Solo from Little Wing (Jimi Hendrix)

Bass:

First 30s of What's Going On (Marvin Gaye)
First 30s of Ain't No Stoppin Us Now (McFadden and Whitehead)
First 30s of You Oughta Know (Alanis Morissette)

Drums:

First :30 of Rosanna (Toto)
First :30 of Shake Your Body (The Jacksons)
First :30 of What is Hip (Tower of Power)

Keys:

First 60s of Dreams (Van Halen)
B3 Solo from Karn Evil 9 (Emerson Lake & Palmer)

CONTEMPORARY MUSIC CONSERVATORY: COMMERCIAL MUSIC PROGRAM

Audition Requirements 2015-16



B3 Solo from Roundabout (Yes)

- #2 An up-tempo selection of your choice that showcases your talent and ability (no longer than one minute). This selection should be different than any of the songs listed above.
- Be prepared to perform your first selection to accompaniment. You're welcome to use your own accompaniment for your first selection, but we're also happy to provide it.
- Please bring accompaniment for your second selection on a CD, USB drive, iPod/Smartphone (please note that Wi-Fi is not available in the audition area and limited cell reception is available so make sure your accompaniment is downloaded and not streamed from Spotify or YouTube).
- The backline provided for auditions is as follows:
 - **Drums:** PDP Concept Maple 5-piece drum set w/5 ½" X 14" snare, 14" Zildjian A-custom hats, 18" A-custom Crash, 20" A-custom Medium Ride. PDP 500 bass drum pedal. Please bring your own sticks and your own bass drum pedal.
 - **Bass:** Gallien-Krueger MB112 combo bass amp
 - **Guitar:** Fender Hot Rod Deluxe combo amp
 - **Keys:** Yamaha MO8 88-key keyboard (Yamaha MOX6 available upon request). Roland KC550 amp.
 - **Vocalists:** Mackie PA w/ Shure vocal mic. Singers are welcome to bring and use their own mic.

Please bring a current photo to the audition

For questions concerning the audition requirements for the Contemporary Music Conservatory – Commercial Music Program, please email: brian.haner@ocsarts.net

CONTEMPORARY MUSIC CONSERVATORY: GUITAR PROGRAM

Audition Requirements 2015-16



Guitar Program (All Grades)

The Contemporary Music Conservatory – Guitar Program audition is a one-round process.

On-Site Audition:

Classical, Flamenco, Jazz, Acoustic, Electric and Bass Guitar Players:

- We will start with a short interview of the student.
- Students will be asked to play major, minor, chromatic and pentatonic scales in all 2 octaves modes.
- Two complete selections of contrasting styles. (If you are able to play both electric and nylon string guitar prepare one on each instrument).
- One technical study or an etude showing the abilities of the player.
- The audition will conclude with a sight-reading segment of regular notation in treble (guitar) or bass (bass) clef.
- The following items should be brought to the audition: two extra copies of the sheet music, gear, amplifier, pedal board, player, etc.
- Please bring a current photo.

CONTEMPORARY MUSIC CONSERVATORY: JAZZ STUDIES PROGRAM

Audition Requirements 2015-16



Jazz Studies Program (All Grades)

The Contemporary Music Conservatory – Jazz Studies Program audition is a one-round process.

On-Site Audition - All Instruments:

- All 12 major scales. Minor and jazz scale/chord knowledge a plus.
- Sight reading
- **Woodwind and brass:**
 - Prepared jazz piece from one of the following: Charlie Parker Omnibook, Lennie Niehaus or Jim Snidero Jazz Conception Series.
 - Improvisation on Bb concert blues or standard jazz composition of your choice.
- **Piano, Guitar, Bass:**
 - Prepared jazz piece from one of the following: Charlie Parker Omnibook, Lennie Niehaus or Jim Snidero Jazz Conception Series.
 - Improvisation on Bb concert blues or standard jazz composition of your choice.
- **Bass - additional requirement:**
 - Demonstrate swing / walking bass, and Latin style bass.
- **Drums:**
 - Demonstrate swing style at the following tempos – slow, medium, and up tempo.
 - Demonstrate the following styles: Big Band Jazz, Combo Jazz, Jazz, Waltz, Mambo, Bossa Nova, Samba, Funk, Rock. You may also be asked to sight read a basic chart in any of these styles.
 - Bring your own sticks to the audition.
 - Play and solo on 12 bar blues.
- Please bring two extra copies of your music.
- Please bring a current photo.

CREATIVE WRITING CONSERVATORY

Audition Requirements 2015-16



Creative Writing: (Grades 9-12)

The Creative Writing Conservatory audition is a one-round process.

Application & Portfolio Submission

Students must submit a portfolio of their work with the application. Portfolio attachments must accompany the application at the time the application is emailed. Applications that do not have a completed portfolio attached with the required prompt will be considered incomplete and will not be processed.

- The writing portfolio must be computer generated, and attached to a single email application submission. Title portfolio attachment: **Creative Writing Portfolio**. The required prompt should be on top.
- The portfolio attachment should contain samples (between 15 and 20 pages) of your writing– short story, poetry, creative or personal essay, song lyrics, screenplay – any kind of creative writing.
- Book reports and academic essays are not creative portfolio material.
- The samples can be complete or incomplete. For example, you may submit two or three pages of a longer work, if the story or chapter is too long to submit in its entirety.
- Included in your 15 – 20 page portfolio should be a creative piece written as a response to one of the below prompts.
- All fonts should be 12 Times New Roman. Prose (short stories, creative essays, novel excerpts etc.) should be double-spaced. Poetry should be formatted as the poet prefers. Plays and screenplays should be formatted appropriately.

Required Prompt:

Please **choose one** of the below prompts and write an original short piece of fiction, no more than five pages, as a response. This should be included as the first piece in your 15 – 20 page portfolio.

- Write a short story in which the reader knows something that the character does not know.
- Write a short story about two characters who are polar opposites of each other.
- Write a short story that starts off in the middle of the action.
- Write a short story that takes place in a distant or imaginary land.
- Write a short story in which the main character is someone very different from you. (For example: age, gender, time-period).
- Write a short story in which a character forgets something.

Portfolios of academically approved applicants will be submitted to the Creative Writing team for review.

On-Site Audition

Auditions will last approximately 45 minutes. Students should arrive prepared to perform writing exercises as prompted by the Conservatory Director. Please bring a current photo.

CULINARY ARTS AND HOSPITALITY CONSERVATORY

Audition Requirements 2015-16



Culinary Arts and Hospitality (Grades 9-12)

The Culinary Arts and Hospitality Conservatory audition is a one-round process.

Application, Video & Portfolio Submission

Please submit a completed application, video link and portfolio containing an essay, your favorite recipe as described below and 2 letters of reference. Please scan all portfolio documents and letters of reference. Attach required documents to a single email submission.

Essay

Please write an essay of 500 words or less, addressing **any of the questions** below and include this essay at the beginning of your portfolio:

- What is your motivation for entering the conservatory/industry?
- What are your personal/professional goals?
- What is your understanding of the industry?
- Who is your mentor and why? (Chef, teacher, family, etc.)
- Tell us about YOU, your heart, and your mind.

Your Favorite Recipe

- 1 recipe written in standard form
- Photo of the finished product

Letters of Reference

- 2 reference letters from student's current teachers.
- Reference letters should address: (1) the student's ability to focus and stay on task and (2) level of maturity amongst his/her peers in a classroom/lab setting.

Video

Please upload to YouTube a 3-5 minute video explaining to the culinary faculty why you would like to be part of the Culinary Arts and Hospitality Conservatory.

- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and if so, which conservatory you are in.
- Videos should have no disruptive background noise and good lighting.
- To protect your privacy, the YouTube video should be uploaded as "unlisted" so it cannot be publicly viewed.
- Copy and paste your YouTube video URL (web address) into the space provided on your Culinary Arts Conservatory application page.
- Video link and portfolio submissions must be sent in at the time the application is emailed.
- Applications that do not have a working, clickable, video link AND scanned portfolio will be considered incomplete and will not be processed.
- Once your video link and portfolio have been submitted to OCSA, the submission is final and changes cannot be made. Failure to follow these instructions may result in your application not being processed.

Portfolio and video link of academically approved applicants will be submitted to the culinary faculty for review.

On-Site Interview

Applicants will receive an e-mail with information regarding an interview with Culinary Arts and Hospitality Conservatory staff. The interview will run approximately 15 minutes and consist of:

- Discussion of your essay
- Participation in a conversation centered around attitude, work ethic, passion, creativity, etc.
- Please bring a current photo

DIGITAL MEDIA CONSERVATORY

Audition Requirements 2015-16



Digital Media: (Grades 9-12)

The Digital Media Conservatory audition is a one-round process.

Portfolio Requirements

Students are asked to present work that accurately represents their interests as well as their skills.

Please compile a portfolio based upon the instructions below.

- Please provide 10-20 samples of your best artwork, drawing, painting, digital works from both observation (still lifes, portraiture, environments, studies and realistic works from life) and imagination (fantastic environments, monsters, or fantasy characters).
- Portfolios should be 50% observational and 50% imagined.
- Portfolios need an accompanying inventory list describing each piece, title, size, medium and idea or assignment behind the piece.

Portfolio examples might include:

- Character/concept designs (for a movie, story, videogame)
- Storyboards or comics
- Animation or games, playable files
- Environmental designs
- Observational drawings/paintings from life
- Sketchbooks (highly recommended, each book counts as a piece)

On-Site Audition

The on-site audition will consist of a brief interview and a portfolio review.

- Applicants must bring their portfolio containing the required items.
- Portfolio should be neatly organized.
- Please arrive on time, dressed professionally with your portfolio and body of work and prepared to discuss your influences, inspirations artwork and goals.
- Please bring a current photo

FILM AND TELEVISION CONSERVATORY

Audition Requirements 2015-16



Film & Television: (Grades 9-12)

AARON ORULLIAN ext.6879

The Film and Television Conservatory audition is a one-round process.

Our conservatory looks for applicants who are collaborative, eager to learn, and express a unique point of view. Good storytelling and visual skills are also essential. While students are not required to have previous filmmaking experience, knowledge of editing, script writing and camera work may influence your placement in the program. All incoming freshmen and applicants without editing experience are placed in the first year track of courses. Students applying for grades 10th – 12th are admitted based on experience and on openings in their respective grade level.

The audition consists of:

- Visual sample
- Writing sample
- Interview about your filmmaking and interests – *Be prepared to speak insightfully about your work and why you hope to study film at OCSA.*

Visual Sample:

Please bring to the audition one of the following:

- 1) Your best short film or video work **on a playable DVD, saved as QuickTime files to a DVD OR uploaded to Vimeo or YouTube** (email me the link). **Keep your sample to 5 minutes maximum.** *If you have one, bring your laptop as a backup player.*

Your visual sample can be a compilation of your best short films, music videos, documentaries, TV news pieces, or your single best work from any of the above. Samples that tell complete stories from beginning to end are best. **Please do NOT bring:** home movies, skateboard or sports videos, music videos without stories, acting audition pieces, or stop-motion samples. (Students interested in film acting should apply to the Musical Theatre or Acting Conservatories. Students interested in animation and gaming should apply to the Visual Arts or Digital Media Conservatories.)

- 2) 20 to 30 storyboard frames that you have created that tell a complete story. These may be computer generated, hand drawn or consist of a series of photographs. Imagine that these frames are stills from your movie. Be sure that these images tell a complete story from beginning to end.

Writing Sample:

Please bring to the audition:

- 1) A writing sample for a 5-minute short film or TV piece you would like to make. You may submit this in one of the following formats:
 - 5-page script
 - 2- to 5-page short story
 - 1-page story synopsis (at least three paragraphs long)

Please bring a current photo to the audition.

This sample should be different from your visual sample (don't bring a script version of your visual sample) and should tell a complete story from beginning to end.

*An ideal applicant will have all materials neatly organized in a folder or binder with his or her name on both the visual and writing sample. A picture of the applicant is essential. **You may email me a link to your visual sample, but do not submit any other materials in advance of your audition as they will not be considered beforehand.** Please be sure you have made copies of your work, as audition samples will not be returned. Students who neglect to bring both a visual and writing sample to their audition will not be considered for admission.*

INTEGRATED ARTS CONSERVATORY

Audition Requirements 2015-16



Integrated Arts: (All Grades)

The Integrated Arts Conservatory audition is a two-round process. Please note, not all applicants will be invited to round two.

Round One: Application, Portfolio & Video Submission

Please submit a completed application, portfolio and video based upon the requirements below.

- At the beginning of your video, please clearly state your name, current age and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in. Also, please state the title of the song and / or monologue you are performing. Monologues without a title are permitted.
- Videos should have good lighting, show at least $\frac{3}{4}$ of the student's body and have no disruptive background noise.
- To protect your privacy, the YouTube video should be uploaded as "**unlisted**" so it cannot be publicly viewed.
- **Insert the Link for your YouTube video URL (web address) into the body of your submission email.** Title above the link: Integrated Arts Audition Link.
- Portfolio submissions must be scanned and attached to a single email application submission. Applications that do not have a working, clickable video link AND scanned portfolio attachment will be considered incomplete and will not be processed.
- Once your video and portfolio have been submitted to OCSA, the submission is final and changes cannot be made. Failure to follow these instructions may result in your application not being processed.

Video & Portfolio Requirements

- Students must showcase at least **three** aspects of the arts. These items can include a song, monologue, dance, art work (painting, drawing and/or ceramics), set design, video of a film piece, or creative writing. No instrumental pieces. If submitting photography, student must also submit other artwork. Photography does not count as an aspect of art by itself. Students may present more than three aspects of the arts. Students should not perform multiple dances or songs.
- If an applicant is performing a song, they are encouraged to perform songs in their entirety, but no less than 32 bars. Do not sing along to another person on the recording and **do not sing acapella** (without music). Songs must be memorized.
- Monologues must be a minimum of 1 minute and must be memorized. No monologues from movies or cartoons. No accents.
- Songs, monologues, film pieces and dancing must be submitted via YouTube. (see instructions above)
- Creative writing and artwork must be included in your scanned portfolio. (see instructions above). If submitting ceramic work, etc., the item should be photographed and included in the portfolio submission.

Videos and portfolios of academically approved applicants will be submitted to the Integrated Arts Director for review. All applicants will be notified via e-mail whether they have or have not been selected to move on to round two.

Round Two Instructions Continued on Next Page:

INTEGRATED ARTS CONSERVATORY

Audition Requirements 2015-16



Round Two: On-Site Audition

- Students will participate in a personal interview with the Director and should bring with them as many items as possible that demonstrate their talents, interests, and potential for growth in the arts.
- Students must bring, but are not limited to, at least **three** aspects of the arts to the audition. These items can include a song, monologue, dance, art work (painting, drawing and/or ceramics), set design, video of a film piece, or creative writing. Students should not perform multiple dances or songs.
- Songs should be no more than 32 bars and you must provide your own accompaniment on electronic devices or CD. Do not sing along to another person on recordings and **do not sing acapella** (without music). Songs and monologues must be memorized.
- No monologues from movies or cartoons. No accents.
- No instrumental pieces.
- Creative writing pieces should be typed.
- Creative writing and artwork should be neatly organized and submitted in a folder.
- Original artwork can be brought to the live audition and will be returned at the end of the audition.
- If you are going use a laptop, have it ready to play before entering the audition room.
- There will be **NO PIANO AVAILABLE for your audition**. A portable stereo for CDs and iPods will be available for accompaniment. Please do not rely on YouTube music. Internet connection in the audition room is unreliable.
- Please come well groomed and do not wear flip-flops.
- Please bring a current photo – one that will help us remember you.
- **In your on-site audition, you may utilize the same material as you used in round one or, you may submit entirely new material.**

INTERNATIONAL DANCE CONSERVATORY BALLET FOLKLORICO PROGRAM Audition Requirements 2015-16



International Dance: Ballet Folklorico Program (All Grades)

The International Dance: Ballet Folklorico Program audition is a one-round process.

- After a brief warm-up, students will review folklorico technique and will learn and perform choreography in Ballet Folklorico and Flamenco.
- Come prepared in dance attire and folklorico or flamenco shoes.
- All females must have their hair slicked back in a bun and must bring a practice skirt.
- All males wear black workout type pants or shorts and a white t-shirt along with your folklorico boots.
- You may be asked to present a dance or routine of your choice demonstrating your strength as a dancer.
- Please bring your own music to the audition. (CD or iPod).
- Please bring a current photo to the audition

INTERNATIONAL DANCE CONSERVATORY: BALLROOM PROGRAM Audition Requirements 2015-16



International Dance: Ballroom Program (All Grades)

The International Dance: Ballroom Program audition is a one-round process.

- Audition will begin with a personal interview briefly covering your personal dance experience.
- Come prepared to dance International Cha-Cha-Cha and International Waltz at the Bronze level.
- Male dancers must wear a black t-shirt and black pants.
- Female dancers must wear a black, fitted shirt and knee length skirt with spandex shorts underneath. Ballroom dance shoes are required.
- Please bring a current photo.

MUSICAL THEATRE CONSERVATORY

Audition Requirements 2015-16



Musical Theatre: (All Grades)

The Musical Theatre Conservatory audition is a two-round process. Please note, not all applicants will be invited to round two.

Round One: Application & Video Submission

Please submit a completed application and video, no more than 4 minutes in length based upon the requirements below.

- At the beginning of your video, please clearly state your name and the grade you are applying to. Be sure to indicate if you are a current OCSA student, and, if so, which conservatory you are in.
- Videos should have no disruptive background noise, good lighting and be able to view $\frac{3}{4}$ of the student's body in the video.
- Videos should be specifically produced for your OCSA audition. Do not include filmed excerpts from previous stage performances.
- No costumes. Do not use a handheld microphone. No electronic vocal enhancement allowed. No lip synching.
- To protect your privacy, the YouTube video should be saved as "unlisted" so it cannot be publicly viewed.
- **Copy and paste your YouTube video URL (web address) link directly into the body of your submission email.** Title above the link: Musical Theatre Audition Link
- Video link submissions must be included at the time the application is emailed. Applications that do not have a working, clickable, video link will be considered incomplete and will not be processed.
- Once your video has been submitted to OCSA, the submission is final and changes cannot be made. Failure to follow these instructions may result in your application not being processed.

Musical Theatre – Open to all grades: Prepare one vocal selection, up tempo or ballad (no more than 32 bars) AND one memorized monologue (no longer than 1 - 2 minutes in length). **No acapella singing will be allowed.**

In addition to published works from musical scores or popular sheet music, some of the following titles are available at bookstores, libraries, and online. Audition material is not limited to these titles but should be appropriate to the student's vocal range and style. Be sure to prepare one song and one monologue:

- "Singer's Musical Theatre Anthology Series" by various authors
- "The Big Book of Broadway" by Hal Leonard Publishing
- "Broadway Showstoppers" by Hal Leonard Publishing
- Singers may also want to choose works by the following composers: Irving Berlin, Stephen Flaherty, George Gershwin, Jerry Herman, Frank Loesser, Alan Menken, Cole Porter, Rodgers and Hammerstein, Stephen Schwartz, Charles Strouse, or Jules Styne (you are not limited to these composers).

Monologues – Prepare and *memorize* one dramatic **or** one comedic monologue. In addition to published plays and monologue anthologies, some of the following titles are available at bookstores, libraries, and online. Audition material is not limited to these titles but should be age-appropriate and must be from a published source – no original works:

- "Monologues for Teenage Girls" by Susan Pomerance

MUSICAL THEATRE CONSERVATORY

Audition Requirements 2015-16



- "Winning Monologues for Young Actors" by Peg Kehret
- "Audition Speeches for Young Actors 16+" edited by Jean Marlow
- "Monologues for Young Actors" edited by Lorraine Cohen
- "The Methuen Audition Book for Young Actors" by Anne Harvey
- "Neil Simon Monologues" by Neil Simon
- "Monologues From The Classics" by Shaun McKenn

Note: "The Stepsister Speaks Out," "Alice in Wonderland," and "You're a Good Man, Charlie Brown" are overdone, you may want to avoid them. If your monologue is about trying to send your burger back, you may want to find something more substantial. Monologues from published plays are usually preferable, but monologues from collections are acceptable.

Videos links of academically approved applicants will be submitted to the Musical Theatre team for review. All applicants will be notified via e-mail whether they have or have not been selected to move on to round two.

Round Two: On-Site Dance Audition:

Applicants that are selected from round one will be invited to a dance callback on the OCSA campus. Please bring a current photo to the audition.

PRODUCTION AND DESIGN CONSERVATORY

Audition Requirements 2015-16



Production and Design: (Grades 7-12)

The Production and Design Conservatory audition is a one-round process.

On-Site Audition:

- Students are asked to present a portfolio of their work from actual productions or class projects that demonstrate a basic understanding of design or construction in scenic, costume, make-up, audio, or lighting. This can include production photographs, renderings, models, drawings, or audio CD's. In addition, you can also include four to eight drawings, watercolors, etc. from an art class.
- In lieu of a portfolio or in addition too, the applicant may choose to design a scene in at least one design area from *Romeo and Juliet* by William Shakespeare or *West Side Story* by Leonard Bernstein. Each applicant will be invited to attend a personal interview where they will present their portfolio.
- Applicants will be evaluated on their creativity, communication skills, and problem solving ability.
- Please dress appropriately for the audition. Think "job interview."
- Please bring a current photo.

VISUAL ARTS CONSERVATORY

Audition Requirements 2015-16



Visual Arts: (All Grades)

The Visual Arts Conservatory audition is a two-round process. Please note, not all applicants will be invited to round two.

Round One: Application & Portfolio Submission

Please submit a personal statement and portfolio as described below. Please note, the personal statement must be typed and scanned. Scan the 4 required artworks. Scanned portfolios and personal statement must accompany the application at the time the application is emailed. Applications that do not have a completed portfolio and personal statement will be considered incomplete and will be disqualified.

Personal Statement

Please write a personal statement of 250 words or less, describing your previous art training experience (if any) and your personal interest in the fine arts and include this statement at the beginning of your portfolio.

Portfolio

Please provide the following 4 required artworks as your scanned portfolio.

1. **One self-portrait drawing done in pencil.** Self-portrait should reflect a minimum of two hour's work or more. Can be created from a mirror or from a photograph. Original drawing size should be 8.5 x 11 inches or larger.
2. **One observational drawing of three objects done in graphite pencil OR in colored pencil.** This drawing should reflect a minimum of two hour's work. Objects should be realistic and drawing should include shading and/or shadows. Objects should sit together in a scene. Your chosen objects can be anything such as food (fruit), shoes, toys, bottles, shells, phone, plants. Original drawing size should be 8.5 x 11 inches or larger.
3. **One colored drawing or color painting.** Emphasis on color. Applicant can use any media (materials). Any subject matter is okay or abstract image is acceptable too. This piece should reflect a minimum of two hours' work. Original artwork size should be 8.5 x 11 inches or larger.
4. **One Art Piece of applicant's choice.** This piece can be any medium or material. It can be 2D or 3D. It can also be computer art or photography or collage or clay or sculpture or jewelry or fabric. Original piece can be any size. This art piece should reflect a minimum of 2 hours' work. If the art piece is computer art, photography, clay, sculpture, jewelry, fabric, etc. please photograph the finished object onto 8.5X11 paper and submit it in the art portfolio.

Portfolio and personal statement of academically approved applicants will be submitted to the Visual Arts team for review. All applicants will be notified via e-mail whether they have or have not been selected to move on to round two.

VISUAL ARTS CONSERVATORY

Audition Requirements 2015-16



Round Two: On-Site Audition

- Students must bring a labeled portfolio or any type of carrying case containing the 4 Round One artworks and 5 more original artworks produced in the last 12 months only. PLEASE LABEL OUTSIDE OF PORTFOLIO and all artworks.
- Artworks can include drawings, paintings, photos, prints, three-dimensional items, ceramics, computer graphic printouts, mixed media collage, etc. Do not include more than 2 Animae drawings. Drawings and sketches from life are more valued in the audition process. Artwork that is personal and reflective of the student's interests is best. It is fine to include 2 past school or workshop projects but also be sure to include 3 art pieces that were designed and created completely by the applicant alone. This type of a project could be as simple as a detailed drawing(s) of their bedroom, sibling portrait, pet or a character design. Good presentation and organization is appreciated. Titles are also helpful.
- 8.5 x 11" color copy or color photos of larger or unavailable artworks are acceptable.
- The average art piece high school (grades 10th thru 12th) should reflect 5 hours of work. The average junior high art piece should reflect 2 hours of work. The longer time invested in one drawing the better because it reflects more effort and focus.
- Any type of portfolio carrier is fine. A paper/cardboard or stiff flat envelope style portfolio is preferred due to space constraints but boxes and any type of bags are okay if necessary to transport work.
- If the work is Animation the applicant's laptop can be set up in portfolio room (by applicant). Applicant should set up laptop to exact open document. Laptop will be safe.
- The audition will last 90 minutes and consists of three drawing exercises done in the classroom. You do not need to bring any drawing materials as they will be provided. Audition drawings will remain in the application file. All portfolio works will go home with your child after the audition.
- Please bring a current photo.

Exhibit F

Behavior Management Policy

It is our goal to maintain a behavior management program at OCSA that is well-defined and consistent. This policy is pro-active in nature and designed to elicit positive behaviors from the students.

Behavior Management is not synonymous with punishment, but rather, it is the teaching and reinforcement of appropriate behaviors. The philosophy of the behavior management program is based on these beliefs:

- Behavior is a matter of choice.
- All students must accept responsibility for their behavior.
- Teachers have the right to teach.
- Students may not prevent a teacher from teaching or another student from learning.
- Parents have the right and obligation to participate in and support the school's Behavior Management Program.

School-wide Behavior Standards are intended to guide the students towards becoming responsible and productive members of the OCSA community. (The OCSA community includes physical and electronic message boards.) The following standards are prominently displayed in each classroom and throughout the school:

- Students will refrain from acts of dishonesty and will refuse to aid others in dishonest acts.
- Students will be polite, courteous, and respectful in their words, tone of voice, and actions
- Students will respect the school's and other students' property.

Examples of above School-wide Behavior Standards:

- Reporting to class on time with necessary materials.
- Refraining from:
 - o Using cell phones and other electronic devices during instruction time unless authorized by instructor.
 - o Running in halls, classrooms, and crowded areas.
 - o Inappropriate public displays of affection.
 - o Inappropriate or bullying comments and/or images on social network and media sites.
- Consuming food or drinks in the areas designated by OCSA staff.
- Following the OCSA dress code.
- Entering classrooms or other campus buildings only when an adult is present to supervise.
 - o Morning access to buildings:
 - o Students are allowed in the cafeteria beginning at 7:45 AM.
 - o Students are allowed above the second floor when the first bell rings.
 - o Students may only enter the annex to go to their locker. They must exit until the first bell rings.
- Using the elevators only when authorized and wearing the elevator pass so it is visible.
- Obtaining permission from the teacher to video-tape, photograph, or record in the classroom.

Behavior Definitions:

- **Behavior Contract:** Any student who accrues 15 demerits during the school year is placed on a Behavior Contract for the duration of the current grading period and two subsequent grading periods. During the time the student is on a behavior contract, he/she may be ineligible to participate in extra-curricular activities including school dances, senior activities, Gala, and Season Finale. In order to be removed from the behavior contract, a student must not accrue additional demerits.
- **Behavioral Referral:** A behavior referral is a small form given to a student for a violation of the School Wide Behavior Standards. A behavior referral results in 1 demerit.
- **Bullying:** Willfully and repeatedly exercising power or control over another by systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal (oral or written), electronically transmitted (cyber or high-tech), psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these. Some examples of bullying are:
 1. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
 2. Verbal (oral or written) – taunting, malicious teasing, insulting, name calling, sexual, religious, or racial harassment, making threats.
 3. Electronically transmitted (cyber or high-tech) – as defined below.
 4. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation, dehumanizing gestures or public humiliation.
- **Cyberbullying:** the use of information and communication technologies such as e-mail, cell phone, pager, text messages, instant messaging (IM), personal web sites, and online personal pooling web sites, whether on or off school campus, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to threaten or harm others, or which causes emotional distress to an individual to substantially disrupt or interfere with the operation of a school or an individual student's ability to receive an education. The Board recognizes that cyberbullying can be particularly devastating to young people because:
 1. Cyberbullies more easily hide behind the anonymity that the Internet provides;
 2. Cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
 3. Cyberbullies do not have to own their own action, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and

4. The reflection time that once existed between the planning of a prank – or a serious stunt – and its commission is all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following: posting slurs or rumors or other disparaging remarks about a student on a web site or on a web blog; sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill; using a camera phone to take and send embarrassing photographs of students; posting misleading or fake photographs of students on web sites. The physical location or time access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated.

- **Discrimination and Harassment Prohibited:** Students shall conduct themselves at all times without regard to ethnicity, national origin, gender or disability, race, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes set forth in Penal Code section 422.55.
- **Office Referral:** Any student who demonstrates disruptive behavior at school that interferes with the instructional program will be issued an Office Referral. A meeting with an administrator will take place and appropriate behavior consequences will be assigned.
- **Suspension:** A student may be suspended; e.g., temporarily removed from school for violating California Education Code sections 48900, 48900.2, 48900.3, 48900.4 or 48900.7. (see below). A student will be suspended for 1 to 5 days. A suspended student will receive 12 demerits.
- **Dismissal or Expulsion:** In its discretion depending on the circumstances, OCSA may dismiss a student for violating California Education Code sections 48900, or may dismiss a student for other causes as specified herein. (See below.)
Expulsion (not dismissal) shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends OCSA from further attendance at OCSA for disciplinary reasons involving conduct as specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7. OCSA may also expel a student for violating California Education Code section 48900.
- **Tardy Referral:** A student who arrives late to any class period during the instructional day will be issued a tardy by the Attendance Office or teacher. A tardy referral results in 1 demerit.
- **Truancy:** A truancy is issued to a student when a student meets one of the following conditions: being absent from school without knowledge or consent of a parent; arriving 30 or more minutes late to school; leaving and/or staying out of class without permission, even if on campus; leaving the school grounds during the day without permission. A truancy will result in 3 demerits for an act of truancy during a single block, and 9 demerits for an All-Day truancy.

Behavior Consequences

A violation of the Behavior Standards will result in one or more of these interventions:

- Verbal warning
- Conference with student
- Parent notified by e-mail or phone call
- Alternative activity or consequence

- Office Referral issued
- Friday Detention
- Loss of privilege to participate in extra-curricular activities
- Student Behavior Contract
- Suspension from school (Ed Code: 48900)
- Dismissal or Expulsion from school

Students who violate the school-wide rules and policies will receive “demerits.” The chart below summarizes consequences for violations of the School-wide Behavior Standards.

Infraction	Demerits	Friday Detention?	Hour(s)
Behavior Referral	1	No	NA
Tardy Referral	1	No	NA
Detention – 3 Behavior Referrals	0	Yes	1 hour
Detention – 5 Tardies	0	Yes	1 hour
Single Block Truancy	3	Yes	1 hour
All-Day Truancy	9	Yes	2 hours
Office Referral	3	Yes	2 hours
Failure to Serve Detention	3	Yes	2 hours
Suspension	12	No	NA

Demerit Policy:

- After a student accrues 10 demerits for any reason, the parent is informed of the number of demerits received during the school year.
- Once a student accrues 15 demerits for any reason, a meeting is scheduled with the parent is notified of the additional demerits accrued. The student is placed on a Behavior Contract that will make them ineligible to participate in extra-curricular performances and extra-curricular activities including school dances, senior activities, Gala, and Season Finale.
- Once a student accrues 25 demerits for any reason, he/she may, in OCSA's discretion, be dismissed or expelled from OCSA. A student may not be dismissed from OCSA on the basis of demerits if any of those demerits are for conduct specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7. Expulsion (not dismissal) shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends OCSA from further attendance at OCSA for disciplinary reasons involving conduct as specified in Education Code Sections 48915(a) or (c) or 48900.2, 48900.3, 48900.4, and/or 48900.7.

Friday Detention:

When a student is assigned detention for violations of the School-wide Behavior Expectations, students may select from the following options to complete their consequence:

1. Serve Detention – students complete their consequence by sitting quietly in detention for the assigned time. Upon completion, the student's assertive discipline record is noted to show completion. **No demerits are removed for students by sitting in detention.**

2. Positive Behavior Support for Detention – students who receive their first detention of each semester for tardies or behavior infractions may postpone their detention one month provided they do not accrue additional tardies or behavior infractions. If the student is successful, they will not be required to serve time in detention. **No demerits are removed if students successfully complete Positive Behavior Support for Detention.**
3. Lunch Duty Trash Pickup – Students have the option of signing up for trash pickup duty at lunch to satisfy their detention time. Each trash duty is 30 minutes long; a student who is assigned one hour of detention will need to sign up for two trash duties; a student assigned two hours of detention will need to sign up for four trash duties. Students will retrieve all equipment from an administrator at the start of lunch. Like Positive Behavior Support for Detention, the assigned detention will be postponed one month to provide adequate time to complete their trash duty consequence. **For each 30 minute trash duty completed, one demerit will be removed from the student's assertive discipline record.**

Suspension

Suspension is the removal of a student from ongoing instruction for a specified number of days. Suspensions are served on campus or at home at the discretion of the Administrative Team.

All students who are suspended are required to attend a re-entry conference with a parent and an administrator before they may return to the instructional program at OCSA.

Dismissal

Dismissal is the permanent, indefinite removal of a student from OCSA. It is less severe in nature than an expulsion. Except as otherwise specified herein and/or in OCSA's Charter, OCSA may, in its discretion, dismiss a student in lieu of expelling the student if OCSA determines that the student violates any of the following:

- Education Code 48900, set forth below
- 25 or more unexcused absences
- 25 or more demerits

A dismissed student may only return to OCSA in accordance with Education Code section 48916, set forth below.

Expulsion

Expulsion is the permanent, indefinite removal of a student from OCSA. It is more severe in nature than a dismissal. OCSA may, in its discretion, expel a student in lieu of dismissing the student if OCSA determines that the student violates Education Code section 48900, set forth below, or if the student is in continued and repeated violation of school protocols or policies.

In certain behavioral offenses consistent with OCSA policy, the principal may recommend expulsion of a student from OCSA. The parent/guardian and student shall receive 10 days

written notice of the alleged conduct, the legal ground for the recommended expulsion, and the hearing date, time, location, a brief explanation of the hearing process before the administrative panel, the right to be represented, question the school's evidence and witnesses, and to call witnesses on the student's own behalf.

The administrative hearing panel shall be composed of three impartial school administrators, all holding valid California administrative services credentials and selected by OCSA administrative staff. One administrator will be invited from the student's home district. No district may have more than one representative on the panel. No OCSA administrator shall be a panel member.

The administrative panel shall hold a hearing wherein OCSA shall be required to support its recommendation with substantial evidence. If the panel recommends expulsion, the parent/guardian and student may address the school's Board of Trustees, which shall make the final decision on behalf of the school.

If the student or family disagrees with a decision to expel, after hearing, they must file a written notice of appeal with both the OCSA and the Orange County Department of Education within 30 days of the written decision of OCSA's Board of Trustees specifying one or more of the following grounds for appeal: (1) the Board of Trustees acted without or in excess of its jurisdiction, (2) there was not a fair hearing before the Board of Trustees, (3) there was a prejudicial abuse of discretion in the hearing, (4) there was relevant and material evidence, which in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing.

It shall be the responsibility of the student to submit a written transcription for the review of the County Board, with the cost of the transcription borne by the pupil's parent/guardian except in either of the following situations: (1) the pupil's parent or guardian certifies that he/she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses or both or (2) if the County Board reverses the decision of the Board of Trustees, the Board of Trustees shall reimburse the pupil for the cost of such transcription.

In the event of a decision to expel a student, OCSA shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

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

Suspension, Dismissal and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. OCSA will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, as well as the District's policies, procedures, and practices, when imposing any form of discipline on a student identified as an individual with disabilities or for whom OCSA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. OCSA shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and shall grant the District approval rights prior to the expulsion of any such student.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

"OCSA shall immediately notify the District and coordinate the procedures in this policy with the District when any student with a disability, or student for whom OCSA or District would be deemed to have knowledge that the student had a disability, violates a code of student conduct, rule, or policy resulting in a suspension.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

(A) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

(B) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

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

If OCSA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

(A) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that the District had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

(B) If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

(C) Except in the case of a student removed to an interim alternative educational setting, OCSA shall return the child to the placement from which the student was removed, unless the parent and OCSA agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Education Code 48900

- a) 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.
- k) 1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018 deletes or extends that date.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in or attempted to engage in hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act and including one or more acts committed by a pupil or group of pupils as defined in section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. A) "Electronic act" means the creation and transmission originated on or off the schoolsite by means of an electronic device including but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet web site, including but not limited to:
 - I. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having on or more of the effects listed in paragraph 1.
 - II. Creating a credible impersonation of another actual pupil for the

purpose of having one or more of the effects listed in paragraph 1. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

III. Creating a false profile for the purpose of having one or more of the effects listed in paragraph 1. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

B) Notwithstanding paragraph 1 and subparagraph A, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the internet.

3. "Reasonable pupil" means a pupil including but not limited to an exceptional needs pupil who exercises average care, skill, and judgment in conduct for a person or his or her age, or for a person of his or her age with his or her exceptional needs.
- s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including but not limited to, any of the following:
1. While on school grounds;
 2. While going to or coming from school;
 3. During the lunch period whether on or off the campus;
 4. During, or while going to or coming from, a school-sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision a.
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

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

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

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

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

48900.7

- a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

§ 48915. Expulsion; particular circumstances

- a) 1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- A. Causing serious physical injury to another person, except in self-defense.
 - B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - D. Robbery or extortion.
 - E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- 2) If the principal or the superintendent of schools makes a determination as described in paragraph 1, he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- b) Upon recommendation by the principal or the superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph 1 of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- 1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the

- principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
2. Brandishing a knife at another person.
 3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 5. Possession of an explosive.
- d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
1. Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 3. Is not housed at the school site attended by the pupil at the time of suspension.
- e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

- g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

§ 48916. Expulsion orders; readmission date; rehabilitation plan

- a) An expulsion order shall remain in effect until the governing board, in the manner prescribed in this article, orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. If an expulsion is ordered during summer session or the intersession period of a year-round program the governing board shall set a date, not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. For a pupil who has been expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis.
- b) The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.
- c) The governing board of each school district shall adopt rules and regulations establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the governing board shall readmit the pupil, unless the governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.
- d) If the governing board denies the readmission of an expelled pupil pursuant to subdivision (c), the governing board shall make a determination either to continue the placement of the

pupil in the alternative educational program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving expelled pupils, including placement in a county community school.

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

The acts must relate to school activities or attendance, **but may take place at any time including but not limited to:**

- While on school grounds
- While going to or coming from school
- During the lunch period
- During or while going to or coming from a school-sponsored activity.
- Online activities that disrupt the school environment.

An expelled student may only return to OCSA in accordance with Education Code section 48916, set forth above.

The Orange County School of the Arts is fully committed to providing a safe and secure school environment in which students can learn. The Board will not tolerate student behavior that threatens the safety of the other pupils, staff, or visitors.

In addition to the conduct itemized in Education Code section 48915, the Board enforces the following penalties for any student who possesses, sells, is under the influence of, or furnishes any drug, or who possesses any weapon, explosive, or dangerous object while within the jurisdiction of school authority:

- **Controlled Substances** - Students found to be selling any controlled substance or possessing, using, or being under the influence of a controlled substance, may be subject to expulsion or dismissal from OCSA **on the first offense**.
- **Possess, Selling, or Furnishing a Firearm/Weapon** - Students found to be possessing, selling, and/or furnishing any firearm or weapon will be subject to expulsion or dismissal from OCSA **on the first offense**.
- **Sexual Assault** - Students found committing or attempting to commit a sexual assault or committing a sexual battery will be subject to expulsion or dismissal from OCSA **on the first offense**.

Attendance Policy

OCSA's Attendance Policy is in accordance with the California Ed Code 48205.

- Regular attendance is vital to a student's success in school. A student who is frequently tardy or absent misses direct instruction, even though written work may be completed.
- Students are **required to attend arts and academic classes** even during their performance periods.
- Failure to do so may result in the student not being allowed to perform for that day.
- Students who miss classes due to outside performances or auditions are responsible for consulting with their teachers **ahead of time** to obtain assignments.
- Students who work in the entertainment business as professionals, and who may be called for an audition/callback without prior notice, will be responsible for obtaining homework assignments through the OCSA website, <http://sharepoint.ocsarts.net>, or by consulting their "Homework Buddy."
- By law, teachers are under no obligation to accept make-up work due to truancies and unexcused absences. Students who are absent fifteen times or more from any single class during the semester may receive an "F" for that course as determined by the teacher.
- A request for an extended personal absence must be given to the Academic Advisor in writing at least one week prior to the absence.
- It is **strongly recommended** that parents and students check the website, <http://sis.ocsarts.net>, on a regular basis, to obtain the student's current attendance record. **If the parent fails to contact the Attendance Office regarding an unverified absence, the absence will be recorded as a truancy. Once an unverified absence becomes a truancy, it cannot be cleared and disciplinary action will result.**

To Verify An Absence:

For any student absence that is unverified, parents must utilize one of the three options:

- contact the Attendance Office (714) 560-0900 Ext. 4310, within 72 hours to verify the absence.
- email the Attendance Office at attendance@ocsarts.net.
- provide a note for the child to bring to the Attendance Office upon return to school.

Communication for excused absences must include:

- o the first and last name of the student
- o the date of the absence
- o the reason for the absence
- o the parent's name/signature

Excessive Absences:

Students and parents/guardians must recognize that there is a direct relationship between school attendance and grades/credits earned. In accordance with State Education Code

requirements, a student must be in class a minimum of sixty hours (60) to receive five units of credit. Once a student exceeds 15 absences for any reason from a class, that student may be dropped from class or receive a failing grade for those absences. The teacher will notify the parent/guardian of the recommendation to remove the student from the class or to issue a failing grade with loss of credit.

Early Release Request Policy:

This applies to both Excused and Verified Unexcused Absences, and to students who provide their own transportation.

- The **most efficient way** to ensure that your child is released from class at the requested time is to notify the Attendance Clerk **in advance** by sending a note to school with your child.
- The student must take the note to the Attendance Office **before school** begins to obtain an OCSA *Off Campus* release slip. Students must present the slip to their teacher and then bring it to the Attendance Office to check out before leaving campus.
- If there is a last minute change in the student's appointment, the parent may call the Attendance Office (714) 560-0900, Ext. 6170, to request an earlier release for those students who have obtained prior approval.
- Even though some of our students are 18 years of age, they are still required to have written permission from a parent/guardian in order to leave campus.
- Failure to comply with the established check-out procedure may result in an office referral and Friday detention.

Truancy Policy:

Single class truancy = (3) demerits = 1 hour Friday Detention

Full-day truancy = (6) demerits = 2 hour Friday Detention

Tardy Policy:

Each tardy is equal to one demerit and counts toward a student's overall demerits during the school year. Tardies may result in a student being dismissed from OCSA at any time of the school year.

- For every five (5) tardies, a Friday Detention of 1 hour will be issued.

Attendance Probation Process:

- Once a student accrues 10 full-day absences, the parent will be notified via letter informing them of the absences and the potential for the student to be placed on Attendance Probation.
- After 15 absences, a meeting will be scheduled to inform the parent that their child is on Attendance Probation for the remainder of the year.
- Once a student accrues 25 unexcused absences, he/she may be reassigned to their home school.

Attendance

Definitions:

- **Unverified Absence (A):** An absence not verified by a parent/guardian. This absence will result in a truancy if not verified within 72 hours.
- **Excused Absence(X):**
 - o An absence that is verified by a parent or guardian for illness, medical, funeral (immediate family), court, jury duty, religious retreat, college interview/appointment or audition for paid, professional entertainment work. Verification is required upon return to school. Verification should be official documentation such as: letterhead, stamp of identification, company, contact name and signature and phone number. Excessive Absences may result in the student being placed on Attendance Probation for the remainder of the school year.
 - o An absence that is **pre-approved** by an administrator that is academic or conservatory related. These absences are not official school-sponsored field trips, but are related to events in the academic or conservatory day. Again, these absences must be pre-approved by an administrator.
- **Verified Unexcused Absence (U):** An absence that is verified by a parent for reasons such as family vacation, transportation problems, and personal reasons. Excessive unexcused absences may result in the student being placed on Attendance Probation for the remainder of the school year.
- **Tardy (T):** Being late to any class. Excessive tardies may result in the student being placed on Attendance Probation for the remainder of the school year. Tardy must be cleared within 72 hours.
- **Excused Tardy (K):** Excused tardiness for medical appointments. Official verification required upon arrival/return to school.
- **Truancy (W):** Being over 30 minutes late to school (blocks 1 or 4), being 15 minutes late to class (blocks 2, 3, 5, 6, 7, 8 or 9), missing an entire class or not attending school without a valid excuse, will result in a truancy. All truanies must be cleared within 72 hours or will result in a Friday detention.
- **Student Admit/Release Slip:** Form used for the purpose of late arrival, early release, and re- admit, and which is date/time stamped by the Attendance Clerk.

Re-admit: When a student leaves the campus during any portion of the school day, upon return to school, they must provide the Attendance Office with verification of the appointment or reason for leaving school. If paper verification or a phone call from the parent is not presented within 72 hours, the absences will be recorded as verified/unexcused.