

OLD TOWN ACADEMY

Equity and Excellence for All Students

Old Town Academy K-8 Charter Site Council

a Tri-Valley Learning Corporation School

Agenda

OTA SITE COUNCIL BOARD MEETING

Wednesday, May 27, 2015 7:00 pm

"In compliance with the American with Disabilities Act (ADA), if you need special assistance to participate in this meeting, please contact Tri-Valley Learning Corporation at (925) 443-1690 ext. 2203. Notification must be given forty-eight (48) hours prior meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title 2)."

OTA Site Council Members

Mr. Chris Celentino	Chair
Ms. Anna Sick	Secretary
Mr. Hunter Hawkins	Member
Mrs Mireille DesRosiers-Kutchuk	Member
Dr. Carleton Lincoln	Member

Tri-Valley Learning Corporation Board Members

Tim Hall	President
Scott Lessard	Vice President
John Zukoski	Treasurer
Dick Corso	Secretary
Umashankar Meda	Member
Hana Colbert	Member
Dave Goulart	Member

MAY 27, 2015, 7 p.m.

1. Call to Order & Flag Salute

2. Public Comments/Correspondence

Under this item, the public is invited to address the Site Council regarding items that are not on tonight's agenda. Speakers are limited to three minutes each. The Site Council is not allowed under the law to take action on matters that are not on the agenda. Should comments from the public pertain to a charge or complaint against an employee of TriValley Learning Corporation or its member school, Old Town Academy, the Site Council encourages the speaker to utilize the organizations' written complaint procedures to pursue the matter. The public will have an opportunity to comment on all agenda items as those items are heard this evening.

3. Site Council Members Comments/Correspondence

4. Discussion/Action Items

a. Trailing Motion from February 2015 Meeting to Appoint Two OTA Parents to Site Council until Fall Site Council Elections: Ken Morris (former OTA Foundation President) and Ryan Callan (former OTA Treasurer and TVLC Sub-committee Member)

b. Setting and Posting of Site Council Meeting Schedule for end of year meeting:

June 25, 2015, 7 p.m.

Other Site Council meetings previously approved are suspended.

c. Formation of Principal Search Committee ("PSC") -- Formation and Timetable (MOU May 1, 2015 date pushed to July 1, 2015) -- Appointment (two parents, two teachers, one Site Council Member) and delegation as Committee. Bill Batchelor / Derek Austin to present search outline/best practices materials, proposed advertisements, and develop weekly meeting schedule for PSC. Copy of executed MOU attached.

d. OTA Site Council - Discuss the role of the Site Council, and update on the transition, including other key aspects of the MOU (copy of execute MOU attached).

e. Appointment of OTA Site Council Member as OTA Representative to TriValley Board -- subject to TVLC Board confirmation at TVLC Board Meeting on May 28, 2015.

f. Approval and Adoption of LCAP report (as distributed in advance, and attached)

5. Discussion Items

a. TVLC CEO's Report (10 minutes) -- Bill Batchelor: Discuss the role of the Site Council, and update on the transition, including other key aspects of the MOU (copy of executed MOU attached).

b. Exec Director's Report (10 minutes) -- Tom Donahue, to include at least the following:

- Academic and Testing Update
- SDUSD Audit Review and Dissemination/Discussion of Report
- LCAP Report
- Prop Z Update
- Campus Renovations
- Staff Salaries
- Possible New/Additional Campus
- SDUSD Charter Petition Renewal Timeline - and staffing to accomplish same
- Staffing Update(s), if any.

c. Treasurer's Report: -- 5 minutes. Treasurer to present for final approval the TriValley/OTA budget that was initially approved last June 2014, distributed in advance

d. OTA Foundation / Gala Report - 5 minutes. Kuan Collins

6. Consent Calendar -- 5 minutes

a. Approval of Minutes

1. Minutes from prior Board / Site Council meetings. Prior to meeting, the following items were distributed:

a. February 12, 2015 Site Council Minutes (w/no attachments) -- draft minutes themselves attached;

b. June 30, 2014 Board Minutes w/ three attachments: 2014-2015 Initial Budget, LCAP report and TVLC Sub-committee resolution (all attached)

b. Warrants 2-11-15 to 4-22-15 (attached)

c. Ratification of 2013-2014 Director, Officer and Management Actions

7. Adjournment

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Attachments (to be posted with Agenda):

Draft February 12, 2015 Site Council Minutes

Draft June 30, 2014 old OTA Board Minutes with three attachments: 2014-2015 Initial Budget, LCAP report and TVLC Sub-committee resolution

Signed TVLC / OTA MOU dated August 2, 2014

Additional Items to include in Site Council Packet (to be emailed by noon on 5/27/15)

LCAP Report (to be provided by Thomas Donahue)

SDUSD Audit Report/Notes (to be provided by Thomas Donahue)

Final 2014-2015 Budget (attached)

OTA 2-11-15 to 4-22-15 OTA Warrant Listing (attached)

VI. Closed Session – Public Dismissed

A. Update - Teacher Development/Performance/ Complaint Policy – Recommendations (if any) from Tom Donahue as requested by Site Council at February meeting

B. Report – Proposed Art Teacher Retention - year-end announcement/start date

Attachments (to be posted with Agenda):

Draft February 12, 2015 Site Council Minutes

Minutes of the Meeting of the OTA Board of Directors
February12, 2015
7th Grade Classroom, 2120 San Diego Avenue

Present: Chris Celentino, Anna Sick, Hunter Hawkins, Mirielle DesRosiers-Kutchuk. Dr. Carleton Lincoln (Telephonically). A quorum was present.

Also Present: Tom Donahue, Executive Director, Caren Kamanski, Office Manager, Jeff Major, Assistant Director.

Members of the public present were: Cathy Berlin and Laura Studebaker.

The meeting was called to order at 7:15 p.m. by Chair, Chris Celentino.

Mr. Celentino welcomed everyone, and described the responsibility of the Board, the meeting procedures, and provisions of the Brown Act. As Chair, with less than 25 persons present, Mr. Celentino suspended the formal "speaker slip" obligations of the meeting.

The Approval of the Minutes from the December 14, 2014 were approved by unanimous vote, in the form attached hereto and ratified hereby. Mr. Celentino reported that the minutes of June 30, 2014 needed to be prepared and approved; and further that the meeting of August 20, 2014 was an informal "meet and greet" between OTA personnel and TVLC personnel, and that there would be no minutes to approve.
Information Items:

Public Comment: A member of the audience asked if it would be possible to broadcast Board Meetings via PodCast. Chair Celentino indicated that there may be privacy concerns, but that as part of the TVLC closing taking place this year, perhaps it was possible, and asked the Executive Director to discuss with Tri-Valley and include same in his report at the next Board meeting.

A) Executive Director Report:

Tom Donahue presented the Executive Director's report regarding the status of the school, covering the following:

• iPad Learning Apps: Home Learning Challenges (steal back screen time, take back time from wasted programs like Angry Birds, Halo, Minecraft; but get iPads at home for Pizza Math and other positive programs): Foreign Language, Math, Piano, etc.; 8th Grade Plant Physiology
• New Music Program: Virtuoso Music Academy
• Math Lab: TAPS (being revised to fit better), ST Math/That Quiz, Saxon
• Sports Lab, Athletic Program - Post pyramid, video participation, throw/shoot like a girl

• Facilities update: New Landlord; Prop Z Update; Status of Former Landlord's Lawsuit v Prior Buyer; Prop 39 Energy Upgrades (LEDs and bullet proof glass); Black-top/Turf Repairs (and Sub-committee);
• Staffing Update -- Changes Since 8/20/14; Update on Teacher Milestones (2014-2015 Revised Offer Letters) -- include teachers in recess, outdoor ed. Ms. Ramirez was welcomed back to the office, and her ability to process attendance relieves Ms. Kamanski of a great burden. With TVLC support, the school is embarking to find a full-time science teacher; added 2 new science interns; and a new first grade intern. Tom reported that the audit team from SDUSD last year reported that our teachers were among the happiest in the 40 schools they reviewed.
• Tom's Goal remains to free CEO up from day-to-day duties, so he can focus his energies on Curriculum development, Teacher Training, and a New Campus
• Positive report on reduction of bullying on campus
• High School update; parent meeting scheduled; group moving forward

An audience member asked a question about Common Core v. Core Knowledge, and Tom reported that our program encompasses Common Core at its heart, and that we are working to incorporate statistics into TAPs, which will accelerate our math levels above Common Core goals.

B) Assistant Director's Report: Jeff Major, Assistant Director, presented his report covering the following:

• VA Neighborhood Advisory Committee: very quiet, no new developments since last year's Q2 "lock downs" because of police activity; emergency services are being reported; Officer Tim reported all quiet; School Safety and Notification Plan appears to be working;
• OTA Parents Attended, Impressions; meetings have moved to quarterly
• Aspire Parent Info Meeting Scheduled: School Safety and Notification Plan
• MAP Assessment - Third Benchmark Test and Student Reports Completed: Spring to Spring vs. Fall to Fall Predictions; Student Goal-Setting Sheets; School-wide Performance; notice big drop in summer learning, the summer gap
• STEM Update: 4th-8th Math, Science, Robotics Programs (Albequerque, Quad Copter); Wine & Dine VIP STEM Demonstrations/Videos

C) Office Manager's Report: Caren Kamanski, Office Manager, presented her report covering the following:

• Interns Arriving from Point Loma Nazarene
• 2015-2016 Lottery Update/Attendance Reports/Office Operations -- 252 succesfully submitted on-line applications for Lottery
• Form 700 Compliance: On Motion, Chris Celentino moved, Anna seconded, approved by all, that all Board Members submit their completed Form 700 to Caren, on or before

February 27, 2015, to be timely submitted on March 1, 2015. Chris noted that he would deliver his directly on March 1, 2015.

D) Tri-Valley Integration Update: The details of the integration plan, and the plan for implementation of the MOU, was deferred to March 4, 2015, and Chris indicated that he would invite both Derek Austin and Bill Batchelor to attend that meeting in person, to ensure establishment of a timetable for MOU implementation.

E) Treasurer's Report: The Treasurer's report was deferred pending a budget update from Tri-Valley re: the merged budget. Will be presented as part of the March 4, 2015 agenda. The Treasurer also reported that the CEO's deferred bonus from the 2012-2013 academic year, which was approved to be paid at the December 10, 2014 meeting, had been authorized and paid as instructed. In accordance therewith, Tom posted the statistics that indicated that OTA's test scores for K-5 were the 5th highest of all schools, not just charter schools, in the District; and that, including 6-8 Middle school, were 16th among all schools in the District.

F) OTA Foundation Report. Chris Celentino reported that the Art Director discussion would be dealt with in closed session at the next Board meeting; Chris gave a general update on the wine and dine and asked everyone present to buy their tickets; and requested 100% Board showing on purchase of tickets; and gave a report on the parent/community update/wall of wine events happening on Sundays at Liberty Station park.

V. Action Items

1. Approve itemized spending lists from Trivalley Finance Office John Zukoski (deferred to March 4, 2015 meeting).

2. Approve and Notice of Board Meeting Schedule through June 2015: The Board approved the following meeting dates and times for the remaining of the current school year through June 30, 2015 as follows: April 23, 2015, 7 p.m. ; May 7, 2015, 7 p.m.; June 4, 2015, 6 p.m.; and June 25, 2015, 7 p.m. (tentative end of year). Please note: Dr. Lincoln will call in on 6/4 from Dallas, so the time was set an hour earlier. The CEO and Office Manager were asked to immediately post the entire schedule on the school site, Governance tab.

3. Appointment to High School Board Committee -- Mark Burgess. It was moved, seconded, and unanimously approved that Mark Burgess would be added to the High School Board Committee, and the CEO would extend a welcome to Mark.
4. Chris reminded everyone -- as set forth in the minutes of last month -- that the agenda was supposed to contain an agenda item for the addition of two additional school family representatives to the Board, terms to expire upon the

election of the Site Council as called for in the TVLC MOU, when the Tri-Valley implementation geared up in full force in February 2015. Tom indicated he omitted the agenda item by accident. Chris reminded everyone that Tom had indicated in December his willingness to support the addition of Ken Morris and Ryan Callan when the Tri-Valley implementation moved forward, which will be the primary focus of the March 4, 2015 meeting.

Tom then indicated that he does not want to expand the Board - he saw no reason to change the number. Tom wanted the minutes to reflect that charter school enemies like big Boards, and that charter authorizers want 16 to 17 person Boards to ensure they are completely entangled. Moreover, Tom indicated that the Charter limits a parent to just 1 Board seat; and its best to have disinterested Board members because parents can't run a school. Tom believes expansion of the Board is bad policy; lean and small is better.

Dr. Lincoln commented that the portion of the Board business that deals with curriculum is foreign to most parents, that professional expertise should be a focus, and that a school board runs a danger/risk of credibility if its members do not have professional expertise.

Chris noted that successful Boards are composed of movers and shakers, and influential persons who can make things happen, and that is truly the case for Old Town's competitors, like High Tech, C3, and the schools who received Prop Z recommendations while OTA did not. Chris also mentioned that the TVLC MOU requires OTA to have a 100% family elected Board, then named the Site Council, when school begins in Fall 2015. As a result, it makes no sense to exclude qualified, professional family representatives -- one who runs a flourishing medical practice and another who is a financial executive (and is responsible for tens of thousands of dollars in donations to OTA) -- from gaining Board experience before the upcoming election day.

Hunter noted that the majority of our Board has always been located outside of the school. And Chris noted, again, that the TVLC MOU specifically acknowledged that the Site Council will be 100% elected from family representatives.

It was agreed that the motion would be an action item on the March 4 Board agenda.

Those in attendance from the public were thanked and excused. A closed session ensued to discuss the real estate report and an update on Teacher Development and Performance.

Closed Session Minutes

1. Real Estate Report: Tom reported on the possible locations for a new OTA campus, including some in Mission Valley, Kearney Mesa, and other locations. In light of being turned down for Prop Z funds, it is Tom's belief that a new, larger campus is required. Tom's hope is to be freed up to spend more time on such searching. Chris reminded everyone that the Board, and the Site Council when elected, controls the location of a new campus.
2. Teacher Development/Performance. A complaint has been registered with the GC of SDUSD by an OTA family, focusing on two issues regarding their child: first, a complaint that the school, the office, and the affected teacher, are non-responsive to parent requests for meetings; and second, since the issue with the child centers on a claim that the child's teacher is an alleged bully to the child, that the parents request that the teacher not meet alone with the child to discuss the child's complaints with the teacher has been repeated violated.

Chris raised the issue of whether or not the complaint policy is appropriate, whether or not the school has the appropriate responsiveness when dealing with such complaints, whether the parents have enough familiarity with the process, and whether the process needs to be tweaked to be more user friendly while allowing the school sufficient time to be initially responsive, but to also fully investigate complaints. Of course, since the school's handbooks will change in the fall, significant change for this school year is suspect, unless warranted.

A discussion was had regarding teacher posting of after-school office hours, and a 48 hour mandatory response rule, to ensure timely communication with parents.

Dr. Lincoln moved, and it was unanimously agreed, that the ED would review the current complaint policy and teacher office hour and response-time policy, and make a recommendation in closed session at the next Board meeting if any tweaks would be appropriate before the handbook rewrite for the fall, 2015.

There being no further business, the meeting was adjourned at 9:36 p.m.

Draft June 30, 2014 old OTA Board Minutes with three attachments: 2014-2015 Initial Budget, LCAP report and TVLC Sub-committee resolution

Minutes of the Meeting of the OTA Board of Directors
June 30, 2015
7th Grade Classroom, 2120 San Diego Avenue

Present: Chris Celentino, Anna Sick, Hunter Hawkins, Mirielle DesRosiers-Kutchuk, Tom DeSanto (Telephonically). A quorum was present.

Also Present: Tom Donahue, Executive Director, Caren Kamanski, Office Manager

Several members of the public were present, but with apologies, the sign-in sheet was misplaced before completion of the minutes.

The meeting was called to order at 7:11 p.m. by Chair, Chris Celentino.

Mr. Celentino welcomed everyone, and described the responsibility of the Board, the meeting procedures, and provisions of the Brown Act. As Chair, with less than 25 persons present, Mr. Celentino suspended the formal "speaker slip" obligations of the meeting.

The Approval of the Minutes from the June 5, 2014 meeting, which were circulated in advance, were approved by unanimous vote upon motion duly seconded, in the form attached hereto and ratified hereby, and the Office Manager was instructed to include a notation of approval on same and to include them in the minute book on file in the school office.

Public Comment: There were a few questions from the audience concerning school finances and curriculum improvements, which were noted to be addressed in the ED's and Treasurer's report.

IV. Information Items.

A) Executive Director Report:

Tom Donahue presented the Executive Director's report regarding the status of the school, covering the following:

- VA Aspire Center update:
  - o ED discussed the Aspire Center emergencies and the two lock-downs that occurred within the first few months of opening, that Neighborhood Advisory Committee meetings are drilling down on the safety procedures with help of SD Police and SD SWAT.
  - o Neighborhood Advisory Committee meetings: OTA Parents Attended, Impressions were that there was a long way to go, but moving slowly in a better direction
  - o August 20-Parent Info Meeting Scheduled: School Safety and Notification Plan
- New Staff Salary Steps, Teacher Milestones (2014-2015 Revised Offer Letters)

• Campus update- Dispute with Landlord over property tax on unused parcel; building sale? summer renovations? Kindergarten Class #2 from June 5 Action Items -- realistic, design challenges

The ED then presented a summary of the reasons that he was urging the Board to adopt the Sub-committee's recommendation to enter into a combination with Trivalley:
• Trivalley Commission Report on Livermore Valley Charter School Visits, very positive;
• Trivalley Learning Corp benefits: Backoffice Finances (essential to OTA, in light of termination of current backoffice contract), Legal Office (prop 39 and prop Z negotiations with District, Charter Petition Renewal negotiations with District), Grant Writing Office (Write Internet Access Grants, Energy Grants, Summer School Grants, etc.), Compliance Office (filing new Audit requirements for After-School, New County Oversite requirements under LCAP, etc.), Direct Special Ed without "middle-man"/Tennessee HR Dept, Real Estate Partnership for K-8 Campus and future High School; Trivalley wants OTA Curriculum and Tom will take a position as Curriculum Director for Trivalley, and can focus on curriculum development, teacher training, and assist with a larger growth plan to benefit all Trivalley schools. Chris noted that Tom would be able to use his extraordinary skills in a new role, and that the school would work hard to find the right ED if the proposal were approved.

An audience member mentioned that she was disappointed to see Tom accept a promotion because she came to OTA because of Tom, but understood that Tom wouldn't be endorsing the proposal if he did not believe it was in the best interest of the school. Chris indicated in response that there was no way to really appreciate Tom for all he did, but that allowing him to focus his energies on curriculum and teacher training, and not being a day-to-day administrator, which Tom reminded all present that he did not enjoy, would allow him a better economic position, and eliminate the crankiness that comes with day-to-day administration. And Tom denied that he was ever cranky, which produced a well-received chuckle from the room. And Tom ended by saying he endorsed the Sub-Committee recommendation.

B) Treasurer's Report:

Chris Celentino presented the Treasurer's report regarding the status of the school, covering the following:

The Treasurer's report included a distribution of the proposed 2014-2015 school year budget. Chris highlighted staff salaries, COL Increase for all staff, Step 1, 2, 3 salaries for teachers, showing positive teacher salary development. The Budget is due to be submitted to SDUSD immediately, and it is anticipated that the budget will be amended if the Sub-Committee recommendation supported by the ED regarding Trivalley is approved.

V. Action Items

1. Approve new teacher Salary Steps and Milestones. The ED made a presentation of the updated milestones and salary steps that will be included as part of teacher renewals, and will be incorporated in teacher reviews. Upon motion duly seconded, the item was approved and the ED instructed to implement same immediately.

2. Approve 2014-2015 Budget. Upon motion duly seconded, the budget as presented by the Treasurer, copy attached, was unanimously approved.

3. Approve 2014-2015 Calendar. The ED displayed the SDUSD calendar on projector screen, and discussed the Spring Break dates, and the tentative date for the OTA Gala was identified as April 25, 2015. Chris recommended two additional days be taken as off days in and around Thanksgiving, and the ED indicated he would study same and discuss with staff. Upon motion duly seconded, the Board approved the recommended School Calendar, and further authorized the ED to use his discretion to adjust the November calendar in accordance with Board comments and staff wishes.

4. Vote on offer to join TriValley Charter Management Organization, effective July 1, 2014. At the strong urging of the ED, the Chair had previously appointed a Sub-Committee comprised of OTA parent Ryan Callan, OTA parent and Board Member Anna Sick, and OTA Board Member Mirielle DesRosiers-Kutchuk to investigate the proposed offer made to the ED for OTA to join TriValley. The Sub-Committee described their personal visit to the TriValley Campuses, their meetings with TriValley parents, teachers and students, showing a slide-show including pictures. Each Sub-Committee member expressed a strong support for TriValley and the opportunity presented to OTA. Ryan Callan commented about the impressive look of the facilities and the business acumen of the top executives. Anna Sick expressed strong support for the parent involvement, and the parent-oriented, elected board (called Site Council) protocol of TriValley. Mirielle expressed the excellent creativity of the students, and Anna reminded them of the support program for the graduating senior class that was created by underclassman that had become a ritual at TriValley. Every one of the Sub-Committee members were quite positive, and the attached written resolution and recommendation of the Sub-Committee was delivered to the Board for consideration.

Questions and answers followed of the Sub-Committee members, of the ED (who strongly supported the combination and recommendation), and other Board members. Chris expressed that he was initially very skeptical, and was reluctant to move the school in this direction despite the ED's strong insistence in doing so, but made it clear that after his personal meetings with Bill Batchelor, the president of TriValley, which followed the Sub-Committee visit, he was persuaded that the ED

and Sub-Committee were correct, and that OTA should accept the offer, accept the Sub-Committee recommendation, and authorize the combination. Upon motion duly seconded, the Board unanimously adopted the Sub-Committee resolution (attached) unaltered, and the Board authorized the ED, in conjunction with the Sub-Committee members and Board Chair Chris Celentino, to enter into a written contract with TriValley that was consistent with the terms of, and not less favorable to OTA as set forth in, the approved resolution.

Upon such approval, Chris asked for a round of applause for Tom and the good work he had done both in the classroom, and in the development of OTA into a world class school and curriculum, recognizing that was the reason that TriValley had pursued a combination with OTA. Applause followed.

5. Approve LCAP report, due July 1, 2014. A draft LCAP report was circulated to the Board by the ED for consideration and adoption, a copy attached. Under new Prop Z, schools are required to adopt an LCAP report. Upon motion duly seconded, the LCAP report, in the form attached, was unanimously approved.

Those in attendance from the public were thanked and excused. A closed session ensued to discuss the Teacher Contract Renewals.

Closed Session Minutes

1. Teacher Contract Renewals: The ED discussed confidentially the issues surrounding the non-renewal of the 4th Grade Teacher, the ruckus she created at the school in her last days, and ways in which such a ruckus can be avoided in the future. The ED discussed the resignation of Rebecca Curry from 7th Grade and Jill Lehr from 5th Grade, and the search to replace those teachers. The ED discussed the possible reassignment of the current 6th Grade teacher to 4th Grade, and support for avoiding so if possible was expressed by Anna Sick and Chris Celentino, the only two Board Members who are parents. The ED, responding to multiple parental complaints and concerns and specific Board requests for stronger evaluation, guidance and training of the Second Grade and PE teachers, discussed specific milestones and target performance criteria that would be written into their renewal letters, and the imposition of a formal monthly review for such teachers to ensure their development into top flight OTA performers. With skepticism expressed by Anna Sick and Chris Celentino, upon motion duly seconded, it was unanimously decided to authorize the ED to enter into specific, detailed renewal contracts with the Second Grade and PE teacher, on the understanding that the renewal letters would reflect a commitment to the specific milestones and target performance as discussed by the ED, and the imposition of a monthly review process to ensure such milestones and performance targets would be met.

OLD TOWN ACADEMY
3 YEAR BUDGET

	11-12 Audited	2012-2013 Unaudited (8/28/13)	2013-2014 Forecast (Feb-14 FS)	14-15 BUDGET Estimate	15-16 BUDGET Estimate	16-17 BUDGET Estimate	14-15 % of Budget
Total Enrollment	212	244	252	252	255	255	
ADA	197	232	240	240	240	240	
Free and Reduced %	7%	15%	15%	15%	15%	15%	
English Language Learners %	9%	13%	13%	14%	15%	15%	
# of Teachers	9	10	11	11	11	11	
# of Non-Teacher FTEs	9	10	8	8	8	8	
COLA - General Purpose	0.0%	3.2%	1.6%	1.8%	2.3%	2.5%	
INCOME							
8011-8096 · General Purpose Block Grant	1,139,895	1,399,618	1,398,358	1,529,103	1,632,997	1,685,946	*73.1%*
8100-8290 · Other Federal Income	325,000	250,000	25,000	28,764	28,764	28,764	*1.4%*
8300-8599 · Other State Income	172,884	204,768	422,202	334,298	337,025	340,057	*16.0%*
8600-8690 · Other Income-Local	5,065	47,233	13,966	5,108	5,116	5,119	*0.2%*
8699-8699 · Grants/Fundraising	287,971	362,487	195,576	195,132	200,000	200,000	
TOTAL INCOME	**1,930,815**	**2,264,106**	**2,055,102**	**2,092,405**	**2,203,901**	**2,259,886**	**100.0%**
EXPENSE							
1000 · Certificated Salaries	484,874	537,259	561,750	600,157	614,911	630,034	*29.4%*
2000 · Classified Salaries	70,823	115,857	189,084	230,580	236,344	242,253	*11.3%*
3000 · Employee Benefits	136,239	188,424	188,835	238,361	262,533	288,997	*11.7%*
4000 · Student Supplies	209,494	129,001	154,879	127,346	129,373	130,441	*6.2%*
5000 · Operating Services	648,123	740,104	801,258	777,646	832,069	837,784	*38.1%*
6000 · Capital Outlay	65,803	61,848	71,544	61,947	62,947	63,947	*3.0%*
7000 · Other Outgo	177,962	290,842	5,342	5,102	4,000	3,500	*0.2%*
TOTAL EXPENSES	**1,793,318**	**2,063,335**	**1,972,692**	**2,041,138**	**2,142,177**	**2,196,955**	**100.0%**
NET INCOME	**137,497**	**200,771**	**82,410**	**51,267**	**61,725**	**62,931**	
Ending Cash Balance	**146,087**	**428,589**	**250,106**	**188,196**	**185,367**	**288,641**	
Reserve 5%	89,666	103,167	98,635	102,057	107,109	109,848	
Ending Debt Balance	**395,318**	**522,259**	**145,150**	**66,104**	**3,604**	-	

OLD TOWN ACADEMY
3 YEAR BUDGET
Version W - FY15 062714

	10-11 START-UP	11-12 AUDIT	12-13 AUDIT	13-14 Forecast (Feb-14 FS)	14-15 BUDGET Estimate	15-16 BUDGET Estimate	16-17 BUDGET Estimate	% of Budget	% of Change	Comments
		137,497	200,771	92,410	51,267	61,725	62,931			
Total Enrollment	-	212	244	252	252	255	255			
Total ADA				238.7	239.76	239.76	239.76			
INCOME										
8011-8096 · Revenue Limit Sources										
LCFF 8015 · Charter School General Purpose - State Aid		267,884	120,542	227,339	273,635	376,277	482,170	13.1%	58%	Per FCMAT LCFF Calculator
LCFF 8011 - LCFF Gap (New FY13-14)				47,919	104,442	103,894	52,950			Per FCMAT LCFF Calculator
LCFF 8480 · Charter Sch Categorical Blk Gr		81,905	36,340	0	0	0	0	0.0%	-100%	Per FCMAT LCFF Calculator
LCFF 8012 · EPA (New FY12-13)			256,905	229,686	222,564	222,564	222,564	10.6%	-15%	Per FCMAT LCFF Calculator
LCFF 8590 · Other State Revenue (Supp. Categ. Blk Gr)		85,129	32,686	0	0	0	0			Per FCMAT LCFF Calculator
8019 · PY Adjustments				-39,716	0	0	0			
8096 · In Lieu of Property Taxes		758,916	680,725	933,761	928,262	928,262	928,262	44.4%	4%	Schedule A: Revenue
Total 8011-8096 · Revenue Limit Sources	0	1,139,835	1,399,618	1,398,358	1,529,103	1,632,997	1,685,946	73.1%	8%	
8100-8290 · Other Federal Income									0%	Schedule A: Revenue
8121 · SpEd IDEA (Federal)					28,764	28,764	28,764	1.4%	100%	Schedule A: Revenue
8291 · Title I, A, Basic Low Income		0	0	0	0	0	0	0.0%	0%	Schedule A: Revenue
8292 · Title II, A Teacher Quality		0	0	0	0	0	0	0.0%	0%	Schedule A: Revenue
8296 · Title V, B Charter Schools Grants		325,000	250,000	25,000	0			0.0%	-100%	Public Charter School Grant
Total 8100-8290 · Other Federal Income	0	325,000	250,000	25,000	28,764	28,764	28,764	1.4%	-769%	
8300-8599 · Other State Income										
8321 · Special Ed AB602				106,513	118,568	121,295	124,327	5.7%	100%	Schedule A: Revenue
8560 · State Lottery Revenue		26,921	30,850	36,914	35,955	35,955	35,955	1.7%	14%	Schedule A: Revenue
8545 · SB740		146,083	173,918	179,775	179,775	179,775	179,775	8.6%	3%	Schedule A: Revenue
8590 · Other State Revenue				99,000				0.0%	0%	One Time grant
Total 8300-8599 · Other State Income	0	172,004	204,768	422,202	334,298	337,025	340,057	16.0%	39%	
8600-8699 · Other Income-Local										
8660 · Interest Income		117	89	152	116	116	119	0.0%	8%	Based on historical data
8650 · Rental Income (private school)		0	0		0	0	0		0	
8690 · Grants & Donations		126,300	186,613	40,444	40,000	50,000	50,000	1.9%	-367%	Schedule B: Dev (Includes Foundation and Corporate grants)
8696 · Fundraising		159,671	175,874	155,132	150,000	150,000	150,000	7.1%	-13%	Schedule B: Dev (individual donations, major gifts, and events)
8699 · Other Local/PYA		4,948	47,104	13,814	5,000	5,000	5,000	0.2%	843%	
Total 8600-8699 · Other Income-Local	0	292,036	409,729	209,542	200,240	205,116	205,119	9.6%	-105%	
TOTAL INCOME	0	1,930,815	2,264,106	2,055,102	2,092,405	2,203,901	2,259,886	100.0%	-8%	
EXPENSE										
1000 · Certificated Salaries										
1110 · Teachers Salaries		365,757	432,177	435,266	468,753	480,471	492,483	23.0%	8%	Schedule C: Salary
1160 · Teachers Subs		0	0					0.0%	0%	Schedule C: Salary
1175 · Teachers - Extra Duty/Stipend		27,000	7,590	8,537	10,000	10,000	10,000	0.5%	25%	Schedule C: Salary
1200 · Certificated Pupil Support		0	0	16,779	19,878	20,375	20,884	1.0%	100%	Schedule C: Salary
1300 · Certificated School Administrators		102,117	97,582	104,168	101,027	104,065	106,667	5.0%	4%	Schedule C: Salary
1900 · Other Certificated		0	0		0	0	0	0.0%	0%	Schedule C: Salary
Total 1000 · Certificated Salaries	0	494,874	537,259	561,750	600,157	614,911	630,034	29.4%	10%	
2000 · Classified Salaries										
2100 · Instructional Aides		36,490	53,567	88,293	129,786	133,029	136,355	6.4%	57%	Schedule C: Salary
243 · Classified Support (maintenance)		0	0					0.0%	0%	Schedule C: Salary
2300 · Classified School Administrators		0	0	44,304	42,000	43,050	44,126	2.1%	100%	Schedule C: Salary
2400 · Clerical/Technical/Office		34,333	32,479	38,487	56,796	60,265	61,771	2.9%	11%	Schedule C: Salary
2900 · Other Classified (noon and yard supervisors, etc)		0	0					0.0%	0%	Schedule C: Salary
Total 2000 · Classified Salaries	0	70,823	115,857	169,084	230,582	236,344	242,253	11.3%	50%	
3000 · Employee Benefits										
3100 · STRS		37,913	45,867	40,096	57,016	64,566	72,454	2.8%	20%	6.25% of Certificated Salaries
3200 · PERS								0.0%	0%	10.2% of Classified Salaries (11-12/11.0%, 12-13/13.7%, 13-14/14.0%)
3300 · Social Security (OASDI)		5,169	7,182	11,704	14,298	14,653	15,020	0.7%	50%	6.2% of Classified salaries
3330 · Medicare		8,058	9,403	9,807	12,046	12,343	12,648	0.6%	21%	1.45% of All Salaries
3400 · H & W Payment (medical, dental, vision insurance)		64,005	105,937	97,326	118,452	133,515	150,495	6.8%	11%	increases with Salaries - assumes 10% increase each year
3500 · SUI Payment Account		7,590	4,945	11,641	15,764	16,174	16,573	0.8%	69%	0.72% of All Salaries
3600 · Wkr Comp Payment Account		12,515	15,960	18,051	20,768	21,281	21,807	1.0%	27%	increases with Salaries - assumes 4% COLA
3210 · 403B		0	0		0	0	0	0.0%	0%	3% of Classified Salaries
3900 · Other Benefits								0.0%	0%	
Total 3000 · Employee Benefits	0	135,250	149,424	188,630	238,381	262,533	288,997	11.7%	21%	
4000 · Supplies										
4100 · Textbooks (Partial Grant from Town Found)		52,366	13,409	6,402	6,375	6,503	6,633	0.3%	-112%	Schedule D: Expense
4200 · Other Books and Reference Materials		7,011	1,668	10,462	10,692	10,905	11,124	0.5%	84%	Schedule D: Expense
4300 · Instructional Materials		16,807	16,267	29,849	35,446	36,155	36,878	1.7%	54%	Schedule D: Expense
4310 · Office Supplies		16,387	16,593	5,067	5,166	5,272	5,377	0.3%	-221%	Schedule D: Expense
4311 · Postage		729	337	559	333	237	242	0.0%	-45%	Schedule D: Expense
4340 · Computer Software		6,999	0	6,500	6,500	6,630	6,763	0.3%	100%	Schedule D: Expense
4350 · Student Activities		17,600	16,247	23,159	23,621	24,094	24,575	1.2%	35%	Schedule D: Expense
4370 · Custodial Supplies		6,258	7,221	7,797	8,311	8,478	8,647	0.4%	13%	Schedule D: Expense
4390 · Other Supplies		1,441	3,762	8,346	8,000	8,160	8,323	0.4%	24%	Schedule D: Expense

OLD TOWN ACADEMY
3 YEAR BUDGET
Version W - FY15 062714

	10-11	11-12	12-13	13-14	14-15	15-16	16-17			
		127,497	200,771	62,410	51,267	61,725	62,931			
	START-UP	AUDIT	AUDIT	Forecast (Feb-14 FS)	BUDGET Estimate	BUDGET Estimate	BUDGET Estimate	% of Budget	% of Change	Comments
4400 · Noncapitalized Furniture/Equipment		53,190	7,865	31,970	1,000	1,000	0	0.0%	-688%	Schedule D: Expense
4800 · Fundraising expense	0	24,350	37,515	25,000	25,000	25,000	25,000	1.2%	-49%	Schedule D: Expense
4790 · Other Food Supplies	0	5,065	9,177	0	0	0	0	0.0%	-100%	Based on actuals from last year
Total 4000 · Supplies	0	209,494	129,861	154,879	127,346	129,373	130,441	6.2%	-1%	
5000 · Operating Services										
5200 · Travel and Conferences		5,529	4,108	8,356	12,000	10,200	10,404	0.6%	66%	Schedule D: Expense
5300 · Dues and Fees		2,713	4,494	2,896	2,027	2,958	2,990	0.1%	-50%	Schedule D: Expense
5400 · Insurance (property, liability, accident, D&O)		17,588	16,882	19,040	19,896	19,896	19,896	1.0%	13%	Schedule D: Expense
5500 · Utilities and Housekeeping		60,173	58,696	54,788	50,792	52,265	53,832	2.5%	-16%	
5600 · Building Rent		309,950	378,138	382,800	406,258	418,116	430,656	19.9%	7%	Schedule D: Expense
5610 · Equipment Rental		69	11,690	11,149	11,706	12,292	12,906	0.6%	0%	Schedule D: Expense
5620 · Repairs & Maintenance		20,307	19,207	14,381	15,000	15,300	15,606	0.7%	-28%	Schedule D: Expense
5801 · Bank/loan fees		48,013	39,049	20,000	20,000	0	0	1.0%	-95%	Schedule D: Expense
5810 · Non-Instructional Consultants		50,928	18,248	16,590	17,024	18,082	18,648	0.9%	3%	Schedule D: Expense
5811 · Instructional Consultants		1,788	5,435	78,000	78,000	123,256	126,327	3.8%	93%	Schedule D: Expense
5820 · Legal/Audit		27,390	85,670	11,825	11,825	12,298	12,727	0.6%	-624%	Schedule D: Expense
5821 · Fingerprinting		761	785	700	714	728	743	0.0%	-3%	Schedule D: Expense
5825 · Printing & reproduction		1,818	1,809	2,498	2,538	3,589	3,640	0.1%	-28%	Schedule D: Expense
5830 · Advertisement/Recruitment		430	574	529	540	550	561	0.0%	-6%	Schedule D: Expense
5831 · Licenses & fees		4,239	-176	2,490	2,490	2,490	2,490	0.1%	107%	Schedule D: Expense
5845 · Student Testing		6,135	228	6,870	7,000	7,050	7,103	0.3%	97%	Schedule D: Expense
5850 · Back office services		69,665	48,000	49,200	54,000	54,000	54,000	2.6%	11%	Schedule D: Expense
5860 · Contracted subs		2,610	6,809	2,254	2,298	2,345	2,392	0.1%	-187%	Schedule D: Expense
5870 · Technology		1,321	16,394	5,734	5,734	5,734	5,734	0.3%	-186%	Schedule D: Expense
5890 · Other Services & Operating Expe		33,095	13,663	31,421	38,564	38,915	39,975	1.8%	64%	Schedule D: Expense
5900 · Communications (tele, internet, postage)		13,191	12,516	17,195	17,447	17,796	18,152	0.9%	28%	Schedule D: Expense
Total 5000 · Operating Services	0	648,123	748,764	801,258	777,646	832,069	837,784	38.1%	-5%	
6000 · Capital Outlay										
6900 · Depreciation		65,803	81,848	71,544	61,947	62,947	63,947	3.0%	0%	Schedule E: Depreciation
Total 6000 · Capital Outlay	0	65,803	81,848	71,544	61,947	62,947	63,947	3.0%	0%	
7000 · Other Outgo										
7200 · Special Education Encroachment Fee		166,077	263,512	0	0	0	0			Beg FY14 include in 5890 - SELPA fees
5890 · District Oversight Fee (include in 5890 per SDUSD)								0.0%	0%	1% X (Categorical Block Grant, Classical Purpose, and In Lieu of Property)
7438 · Debt Service - Interest		11,885	9,159	5,342	5,102	4,000	3,500	0.2%	-79%	Schedule E: Loans
7990 · Loss on disposal of equipment			18,175	0	0	0	0	0.0%	-100%	
Total 7000 · Other Outgo	0	177,962	290,846	5,342	5,102	4,000	3,500	0.2%	-5601%	
TOTAL EXPENSES	0	1,793,318	2,063,335	1,972,692	2,041,138	2,142,177	2,196,955	100.0%	-1%	
NET INCOME	0	137,497	200,771	62,410	51,267	61,725	62,931		-282%	
Beginning Cash Balance		16,309	146,087	428,589	250,106	188,196	185,367			
Cash Flow from Operating Activities										
Net Income (Loss)	-	137,497	200,771	62,410	51,267	61,725	62,931			
Change in Accounts Receivable	-									
Prior Year Accounts Receivable		(3,772)	(262,949)	(563,447)	(516,918)	(500,000)	(500,000)			
Current Year Accounts Receivable	(13,772)	(262,949)	(563,447)	(516,918)	(500,000)	(500,000)	(500,000)			FY14-15 & FY15-16 are estimated
Change in Accounts Payable/Payroll										
Prior Year Accounts Payable		(35,529)	(162,382)	(340,753)	(342,096)	(200,000)	(200,000)			
Current Year Accounts Payable	35,539	162,382	340,753	342,096	350,000	200,000	195,000			FY14-15 & FY15-16 are estimated
Prepaid Expenditures	(9,458)	(8,251)	(69,717)			5,000	5,000			FY14-15 & FY15-16 are estimated
Other Balance Sheet		(18,199)	29,117							FY14-15 & FY15-16 are estimated
Depreciation Expense		65,803	81,848	71,544	61,947	62,947	63,947			
Cash Flow from Investing Activities										
Capital Expenditures		(822,090)	55,663	(4,100)	(20,000)	(20,000)	(20,000)			FY14-15 & FY15-16 are estimated
Cash Flow from Financing Activities	-									
CDE revolving loan		100,000	91,104	(82,560)	(82,560)	(82,560)	(13,094)			
Line of credit		149,218	(66,072)	(63,890)	(16,546)					
Other debt/loans	-	146,100	101,909	(251,309)						FY14-15 & FY15-16 are estimated
Ending Cash Balance	16,309	146,087	428,589	250,106	188,196	185,367	288,841			
Reserve 5%		89,666	103,167	98,635	102,057	107,109	109,848			
Reserve met?		Yes	Yes	Yes	Yes	Yes	Yes			

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

Introduction:

LEA: Old Town Academy Contact: Tom Donahue, tom@oldtownacademy.org

(619) 574-6225 LCAP Year: 2014

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
COMMUNITY: Parents, students, and community members were encouraged to attend School Board meetings. Stakeholder comments were solicited and considered during the drafting of this document. Informational meetings were held for School Board and OTA Parent Foundation at our school site. Input from committee members was documented, collected, and analyzed prior to the drafting of this document. The Committee, consisting of staff and elected OTA Parent Foundation members, governing board members, and administration was presented with detailed information regarding the Local Control Funding Formula (LCFF) and the LCAP. Committee members were provided opportunities to ask questions, receive clarification, and provide input on the plan. Committee meetings were held prior to the drafting of this document. The final draft was presented to the Committee prior to Governing Board approval. General information regarding the LCFF/LCAP was posted on the School website and community members were provided opportunities to ask questions and provide feedback. Staff: Informational meetings were held at the school site for staff members prior to finalization of the LCAP draft. Presentations regarding LCFF and LCAP occurred at these meetings and input to the plan was encouraged and documented. Public Hearing and Governing Board Authorization: A public hearing were held on March 26, 2014 for OTA Parent Foudnation and LCAP was made available on the OTA website where	Input gathered from stakeholders and community meetings yielded consistent local priorities (clustered according to state priorities): Family & Student Engagement Goal 1: Beginning in 2014 15, K 8 classroom instruction will include a curriculum for social and emotional life skills (OTA 7 Character Strengths website, including weekly Class Meetings and Cyber-Safety Program), and provide applicable student subgroups in K 8 with the additional support they need. Goal 2: The number of students who are chronically absent (more than 12 days) will be reduced by 10% each year. Goal 3: Beginning with 2014 15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually. Student Achievement Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. Goal 5: Ensure full implementation and alignment of all content areas to California's adopted Math (ST Math is 100% converted) & Science (Zingy Science is 100% converted) academic standards. Goal 6: Ensure students have daily integrated learning opportunities that include a focus on digital literacy Goal 7: Individualized curriculum will be provided through project-based learning "Project Trees" and a challenging, individualized Learning Acceleration Lab curriculum. Conditions of Learning

Involvement Process	Impact on LCAP
concerns and comments were addressed by Executive Director Thomas Donahue and Board Chair Chris Celentino. Changes made to the LCAP based on comments and suggestions from stakeholders were introduced at the next OTA Parent Foundation Meeting on June 4, 2014. On June 5, 2014 the LCAP was presented the OTA Board and a public hearing was held for the proposed 2014-2015 budget. Final Board approval was granted on June 30, 2014 for the LCAP and the District adopted budget. Both documents were posted on the OTA website.	Goal 8: All teachers (100%) will be appropriately credentialed for their assignments. Goal 9 : By 2016 17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences. Goal 10: Access to print and digital common core curriculum and instructional materials.

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 (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
SOCIAL-EMOTIONAL TOOLS & MENTAL HEALTH: • Continue to integrate: OTA 7 Character Strengths, including Weekly Class Meetings and Cyber-Safety Program, • Develop "Recess & Team Sports as Character Ed" (No Bad Habits, No Bullying) Curriculum & Teacher Training Videos, Develop "Everybody Plays at OTA" Environment	Goal 1: Continuing in 2014-15, K-8 classroom instruction will include our existing curriculum for social and emotional life skills, and provide applicable student subgroups in K-8 with the additional support they need.	All	All		80% of the K -8 classrooms (including Recess & Outdoor Ed) will integrate a curriculum for social and emotional life skills once a week for 30 minutes..	90% of the K -8 classrooms (*including Recess, Outdoor Ed, Before, and After* School) will integrate a curriculum for social and emotional life skills once a week for 30 minutes. School Report card will incorporate 7 Character Strengths.School Report card will incorporate 7 Character Strengths.	100% of the K-8 classrooms (*including Recess, Outdoor Ed, Before, and After* School) will integrate a curriculum for social and emotional life skills once a week for 30 minutes.	Student and Family Engagement

and Student Training Videos like "Throw Like a Girl								
FULL ENGAGEMENT WITH SCHOOL: To be on time and attend school every day, with positive support and effective discipline that keeps students in the classroom	**Goal 2**: The number of students who are chronically Absent (more than 12 days) *or Tardy* will be reduced by 10%.	All	All		The number of chronically absent (more than 12 days) *or tardy* will be reduced by 3%. [Tardy should be under Annual Updates, no? since it was not in the original 2014 LCAP]	The number of chronically absent (more than 12 days) *or tardy* will be reduced by an additional 3%-5%.	The number of chronically absent (more than 12 days) *or tardy students will* remain *below 3-5%* each year.	Student and Family Engagemen t
FAMILY ENGAGEMENT: All families feeling welcomed and able to support the educational success of their students	**Goal 3**: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of	All	All		The parent outreach committee will meet quarterly for the 2014-15 school year and develop goals and a parent education calendar based on need.	The parent outreach committee will meet quarterly for the 2015-16 school year and develop goals and a parent education calendar based on need.	The parent outreach committee will meet quarterly for the 2016-17 school year and develop goals and a parent education calendar based on need.	Student and Family Engagemen t

	applicable pupil subgroups will increase by 5% annually.							
LITERACY SKILLS: Proficiency in Literacy in order to access curriculum & instruction	**Goal 4**: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards.	All	All		50% of all ELA lessons will be fully aligned to the CA Common Core standards.	75% of all ELA lessons will be fully aligned to the CA Common Core standards.	100% of all ELA lessons will be fully aligned to the CA Common Core standards.	Pupil Outcomes
MATH & SCIENCE SKILLS: Proficiency in Mathematics & Science to prepare for high school and beyond. ST Math & Zingy Science already 100% aligned w/ Common Core	**Goal 5**: Ensure full implementation and alignment of all content areas to California's adopted Math & Science academic standards.	All	All		50% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	75% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	100% of all Math Learning Goals & Lessons *(Text & Online Chapters & Tests, TAPS, Computer Targets, Robotics & Applied Math/Engineering Applications* and Science Goals & Lessons will be fully aligned to the CA Common Core standards and Next Generation Science	Pupil Outcomes

					Standards.	Standards.	Standards. .	
DIGITAL LITERACY SKILLS 2014-2015 **Initiative: 15 Classroom iPads & "Learning Acceleration Apps"** (LightBot Programming, DuoLingo Foreign Language, Pizza Math, AlphaWriter Phonics)	**Goal 6**: Ensure students have daily integrated learning opportunities that include a focus on digital literacy	All	All		Teachers will integrate digital literacy opportunities & lessons at a min of 30 mins weekly in the Learning Acceleration Lab	Teachers will integrate digital literacy opportunities & lessons at a min of 45 mins weekly in the Learning Acceleration Lab or with classroom Ipads	Teachers will integrate digital literacy opportunities & lessons lessons at a min of 90 mins weekly in Learning Acceleration Lab or with iPads	Pupil Outcomes
Provide ongoing staff development implementation and training support in the "Project Tree" project-based-learning System	**Goal 7**: Individualized curriculum will be provided through project-based learning and a challenging hybrid curriculum	All	All		Teachers will continue to develop and integrate project based learning curriculums using Project Trees	Teachers will refine and integrate all "Project Tree" project based learning curriculums across core subjects , publishing them online for parents and students.	Teachers will improve "Project Tree" Syllabi (Planning Calendar and Project Credit *Checklists)* based on year 1 and year 2 experience	Pupil Outcomes

GREAT TEACHERS: Caring, committed, collaborative, exemplary, knowledgeable, credentialed teachers who use diverse teaching strategies ad represent our student body.	**Goal 8:** All teachers (100%) will be appropriately credentialed for their assignments.	All	All		90%	95%	100%	
GREAT TEACHERS: Caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies ad represent our student body	**Goal 9**: By 2016-17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.	All	All		1 staff member will go through the Active Learning Design training and become Curriculum Design Coach for new teachers. We will hire a Learning Lab Director to focus on Learning Acceleration integration (putting computers at the service of classroom teachers and the	100% of the staff will receive specific training in the Learning Acceleration Lab TargetScore design, for embedding Learning Acceleration Lab tools into Common Core Classroom curriculum for ELD students, Special Education Students, and general ed students accelerating core	We will maintain 100% "Active Learning Design" Trained Staff running Active Learning Zone Classrooms (Project Based Learning with Project Trees) using integrated Learning Acceleration Lab Tools.	Conditions of Learning

					core curriculum), individualizing learning paths (for level, pace, and learning style) for all students and communities	skills and knowledge in vocabulary-guided reading, math, programming, foreign language, mathematics, geography, civics, science, financial literacy and more.		
CURRICULUM	**Goal 10:** Access to print and digital common core curriculum & instructional materials.	All	All		75% of the materials in class will be common core/Next generation aligned.	80% of the materials in class will be common core/Next generation aligned.	85% of the materials in class will be common core/Next generation aligned.	Conditions of Learning

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
Goal 1: Continuing in 2014-15, K-8 classroom instruction will include our existing curriculum for social and emotional life skills, and provide applicable student subgroups in K-8 with the additional support they need.	Student & Family Engagement		LEA		Maintain Existing Web Sites for Teacher, Student, and Parent Training on: (1) Character Education (7 Character Strengths) & (2) CyberSafety and (3) Outdoor Education Continue Piloting "7 Character Strengths" social-emotional curriculum; Continue Class	Create Seminar Program to Link Character Ed to Seminar (Common Core) Reading Lists and Discussions Continue Partial Funding for Intervention Coach to support implementation at Outdoor Ed & Recess. Create Training Videos & Curriculum on "Class Meetings: You're In Charge" for	Refresher Training Continued training and materials of social-emotional curriculum. Partial Funding for Intervention coaches to expand services to all grades and all students as enrollment grows

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
					Meetings Training. Develop Outdoor Ed "Recess & Team Sports as Character Ed" Curriculum (No Bad Habits, No Bullying); Create "Everybody Plays" Recess and Outdoor Ed Environment (Grace and Courtesy throughout the day; Space for all students to play) Partial Funding for Intervention Coach to support implementation at Outdoor Ed & Recess.	Teachers/Interns & Students Incorporate "7 Character Strengths" into online (to be developed) Electronic Report Card System	

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
					Create "Everybody Plays" Environment with Teacher/Intern Student Training Videos (See sample Video: "OTA: Throw Like a Girl"; Create other training videos: e.g. *"The Children Are Ours* — James Baldwin" Continue Student-Family Counseling Program through Rooted Transformation		
Goal 2: The number of students who	Student & Family Engagement		LEA		Counseling, Council, Board approve SARB	Develop and Train Review panel for	Develop a parent education

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
are chronically absent (more than 12 days) will be reduced by 10% each year.					procedures. Review board for truancy intervention (SARB)	truancy intervention (SARB)	training on the importance of strong attendance
Goal 3: Beginning with 2016-17, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5%	Student & Family Engagement		LEA		Redefine goals for our parent outreach committee; Develop parent-friendly K-8 report card linked to new standards.	Expand the parent outreach committee Implement quarterly parent education events.	Beginning with 2016-17, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil Beginning with 2016-17, the

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
annually.							percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic			LEA		All K-5 teachers trained in English Language Arts standards aligned with Common Core;	Insight Education Training, Step Up to Writing training, Odysseyware, Achieve 3000 training,	Insight Education Refresher Training

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
standards.							
Goal 5: Ensure full implementation and alignment of all content areas to California's adopted Math and Science academic standards.	Pupil outcomes		LEA		TK-8 teachers trained in Common Core math curriculum; K-8 SVMI Math coach, math teachers leaders at schools; K – 5 Teachers trained in ST Math. Increase to 4 SVMI Coaches	Seamless Path from OTA to local high schools clearly defined. ST Math, Odyssey Math, Maintain 4 SMVI Coaches K – 8. Implement ST Math K – 8.	ST Math Refresher SVMI Coaching
Goal 6: Ensure students have daily integrated learning opportunities that include a focus on digital	Pupil Outcomes		LEA		Implement 1:2 iPads for all 6th-8th grade students (general education and	Implement 1:1 iPads for all K-8th grade students (general education and special	Refresh 1:1 devices for all 6 -8th grade students (general education and special

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
literacy					special education classrooms). Implement "Learning Acceleration" Apps	education classrooms). Implement . "Learning Acceleration" Apps	education classrooms). "Learning Acceleration" Apps
Goal 7: Individualized curriculum will be provided through project-based learning and a challenging hybrid curriculum	Pupil Outcomes		LEA		Training in IXL, ST Math, ThatQuiz math,	Additional training in IXL, ST Math, Math-u-See, Singapore Math iPad Apps	Additional training in IXL,, ST Math, , Math-u-See, Singapore Math iPad Apps
Goal 8: All teachers (100%) will be appropriately credentialed for their assignments.	Conditions of Learning		LEA		Appropriate budgeting	Appropriate budgeting	Appropriate budgeting
Goal 9 : By 2016-17, 100%	Conditions of Learning		LEA		Training in strategies for	GLAD Training	GLAD Training refresher

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
of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address students' multiple intelligences.					English learners; Staff participating in Professional Learning Communities focused on cultural competence and strategies for English Learners	Professional Learning Communities	Professional Learning communities
Goal 10: Access to print and digital common core curriculum and instructional materials.	Conditions of Learning		LEA		Inventorying and surveying staff for priority curricula.	Piloting, prioritizing and purchasing research based curricula.	Refresh curricula

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
Goal 2: The number of students who are chronically absent (more than 12 days) will be reduced by 10% each year.	Pupil engagement	For low income pupils: LEA will create policies that encourage students to regularly attend school and not become chronically absent.	LEA		Counseling, Approve SARB procedures. Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000	Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000	Review board for truancy intervention (SARB) - Anticipated Expenditure $3,000
Goal 3: Beginning with 2014-15, the percentage of families and students reporting connectedness to schools and access to school resources will	Pupil engagement, Parent involvement, School climate	LEA (Independent Charter School) will provide training for parents and make stakeholders aware of how to access school	LEA		Create a parent outreach committee; develop parent-friendly assessment report card	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family

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
be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.		resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.			linked to new standards - Anticipated Expenditure $2,500	engagements will be created or purchased, - $5,000	engagements will be created or purchased, - $5,000
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. Goal 9 : By 2016 17, 90% of teachers will be trained in culturally relevant teaching practices and strategies for	Basic, Implementation of State Standards, Course access, Pupil achievement, Other pupil outcomes Implementation of State Standards, Course access	LEA will create / purchase and implement scaffold Common Core Standards based curriculum. LEA will benchmark students to assess student comprehension and knowledge of Common Core	LEA LEA		All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and

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
English Learners, and use effective strategies that address students' multiple intelligences.		Standards. LEA will create / purchase and implement trainings			culturally relevant curriculum and materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000	materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000	materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $5,000
Goal 3: Beginning with 2014 15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable	Pupil engagement, Parent involvement, School climate	For English learners: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student	LEA		Create a parent outreach committee; develop parent ! friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000

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
pupil subgroups will increase by 5% annually. Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy academic standards. Goal 9 : By 2016 17, 100% of teachers will be trained in culturally relevant teaching practices and strategies for English Learners, and use effective strategies that address	Basic, Implementation of State Standards, Course access, Pupil achievement, Other pupil outcomes Implementation of State Standards, Course access	academic progress. LEA will create / purchase and implement scaffold California state standard based curriculum that will prepare students for the California Literacy academic standards LEA will create / purchase and implement trainings	LEA LEA		All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and materials, purchase curriculum and materials for	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000 Provide trainings to staff, purchase culturally relevant curriculum and materials, purchase curriculum and materials for

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
students' multiple intelligences.					materials, purchase curriculum and materials for English Learners - Anticipated Expenditures - $2,500	English Learners - Anticipated Expenditures - $5,000	English Learners - Anticipated Expenditures - $5,000
Goal 3: Beginning with 2014 15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually.	Pupil engagement, Parent involvement, School climate	For foster youth: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.	LEA		Create a parent outreach committee; develop parent ! friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000

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
Goal 3: Beginning with 2014 15, the percentage of families and students reporting connectedness to schools and access to school resources will be at 75% and above, and the percentage of contacts with families of applicable pupil subgroups will increase by 5% annually	Pupil engagement, Parent involvement, School climate	For redesignated fluent English proficient pupils: LEA will provide training for parents and make stakeholders aware of how to access school resources, in an effort to stay informed and connected to the school, as well as updated on student academic progress.	LEA		Create a parent outreach committee; develop parent ! friendly assessment report card linked to new standards - Anticipated Expenditure $2,500	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000	Based upon the parent outreach committee's recommendations, stakeholder surveys, and school community input, more mechanisms to increase family engagements will be created or purchased, - $5,000
Goal 4: Ensure full implementation and alignment of all content areas to California's adopted Literacy	Basic, Implementation of State Standards, Course access, Pupil achievement,		LEA		All teachers trained in English Language Arts and Math standards aligned with	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum	All teachers trained in English Language Arts and Math standards aligned with Common Core; purchase / create curriculum

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
academic standards.	Other pupil outcomes				Common Core; purchase / create curriculum - Anticipated Expenditure - $5,000	- Anticipated Expenditure - $5,000	- Anticipated Expenditure - $5,000

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.)

As the number of low income, foster youth, and English Learners increase, their social / emotional needs and specific learning needs will be met by the appropriate services, programs, and personnel.

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.

As the number of low income, foster youth, and English Learners increase, their social / emotional needs and specific learning needs will be met by the appropriate services, programs, and personnel.

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 6312.

June 30th, 2014

OTA / Tri-Valley Learning Corporation (TVLC) Sub-committee consists of Anna Sick, Mireille Des Rosiers & Ryan Callan

OTA / TVLC Subcommittee recommends entry into an MOU with TVLC.

Subcommittee recommendations for merger with TVLC are contingent upon the following provisions being clarified in MOU:

- OTA Board or "Site Council" maintains responsibility and control (subject to TVLC legal review) of parent/student handbook, faculty handbook, other school policies and procedures that are currently in effect at OTA.

- Upcoming school year 2014-2015 will be a "transitional" year with an administrator appointed to assist the Education Director (ED) – Tom Donahue, with daily activities such as parent/teacher emails, disciplinary actions, school community liaison, etc. Current ED will describe the duties of the appointed administrator and ED by the next Board meeting in July for Board to review and approve. This is recommended to facilitate:
    - The desire of TVLC, OTA and current ED Tom Donahue to assume a greater role as Director of Curriculum for TVLC.

- The OTA Site Council to form a subcommittee to begin a yearlong search and be an active participant in the selection of a new full-time ED for OTA school year 2015-2016
    - OTA Site Council ED Search subcommittee shall be made up of the following individuals:
        - One member of the current OTA School Board
        - One member of the TVLC Board
        - Two OTA Teachers to be selected from their peers
        - Two OTA parents
        - Executive Director Tom Donahue
    - ED Search subcommittee shall select and hire the new ED on or before May 1, 2015 with TVLC Board ratification.

- Joining TVLC results in their assumption of OTA's back office functions, including legal, administrative duties, assistance with existing school budget creation, etc.

- Location and Expansion: Any relocation or expansion of OTA's existing facility will require consent and approval of Site Council. TVLC to cooperate and seek recommendations with Site Council on expansion and creation of other satellite sites. Other additional locations not in geographic competition with OTA's existing facility at complete discretion of TVLC.

Signed TVLC / OTA MOU dated August 2, 2014

Memorandum of Understanding

Between

Tri-Valley Learning Corporation

And

Old Town Academy K-8 Charter School

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into this ___ day of July, 2014 by and between the Tri-Valley Learning Corporation (hereinafter "the Corporation"), and Old Town Academy K-8 Charter School (hereinafter referred to as the "School"). The Corporation and the School shall be collectively referred to as "the Parties."

PURPOSE OF MEMORANDUM OF UNDERSTANDING

The purpose of this MOU is to establish and delineate the relationship between the Corporation and the School as it relates to the operations and management of the School(s).

TERM OF MEMORANDUM OF UNDERSTANDING

This MOU shall commence on the date upon which it is fully executed by the Parties and shall continue until such time as the Corporation or the Parties choose to modify the relationship.

SECTION 1: GOVERNANCE AND ORGANIZATIONAL MANAGEMENT

As of the date of execution of this MOU, each entity is operated as a separate nonprofit public benefit corporation, formed and organized pursuant to the Nonprofit Public Benefit Corporation Law (*Corporations Code* Section 5110 et seq.).

The Parties agree that it is in the financial interests of each for the Corporation to acquire the assets and assume the debts of the School, and to permit the School to repurpose its existing 501(c)(3) corporate entity to become the Old Town Academy Foundation to support the School. Pursuant to California Insurance Code, the Corporation shall not acquire any past insurance liabilities. Any insurance liabilities existing at the time of execution of this MOU shall remain a School liability under the current School insurance policy.

1.1 Administration

Operations: The Parties agree that effective upon a resolution passed by a majority of the School's current governing board, the Corporation shall assume all administrative responsibilities of the School including, but not limited to, legal, administrative duties, assistance with existing school budget creation, etc. The Parties agree that a further, specific delineation of those administrative duties shall be agreed upon by the Parties, and that the Parties will work together to develop a transition plan.

The current School governing board shall become a school site council for the 2014-2015 school year pursuant to Article VII, Section 21 of the Corporation's bylaws; thereafter, beginning with the 2015-2016 school year, the School site council shall be elected as set forth in the Corporations bylaws, Article VII, section 21 (b)(1)-(5). The School site council shall have all the rights and responsibilities as all other school site councils currently operated by the Corporation. At a minimum, the School's site council's duties shall include, but not be limited to, responsibility, implementation and control (subject the Corporation's legal review) of the School's parent/student handbook, faculty handbook, other school policies and procedures that are currently or anticipated to become in effect at the School.

The current School executive director/principal, Thomas Donahue, shall continue as the executive director/principal of the Old Town Academy as set forth herein for the 2014-2015 school year, and otherwise at the pleasure of the Corporation for any other new or additional charter school contemplated or opened in the San Diego County area. During the 2014-2015 school year, Mr. Donahue shall report directly to the Corporation's Chief Executive Officer. Beginning in the 2015-2016 school year (September 2015), the Parties intend that Mr. Donahue will assume a new role as Director of Curriculum for the Corporation.

The 2014-2015 school year shall be a transitional year with a School site administrator appointed to assist Mr. Donahue with daily school activities such as parent/teacher emails, blog posting and announcements, disciplinary actions, school community liaison, etc. Mr. Donahue will describe the recommended delineated duties of the School site administrator and executive director to the Corporation and/or the School site council at the School site council meeting in July, 2014, and shall recommend a candidate to fulfill that role for the 2014-2015 school year at the School site council meeting in August, 2014, for approval by the Corporation and School site council. The 2014-2015 School site administrator shall report to Mr. Donahue. The School site council shall form a subcommittee forthwith to begin a year-long search and be an active participant in the selection of a new full-time School executive director/principal for 2015-2016 school year. The School's executive director/principal search subcommittee shall be made up of the following individuals:

- One member of the School site council;
- One member of the Corporate Board of Directors;
- Two School teachers to be selected from their peers;
- Two School parents; and
- 2014-2015 Executive Director/Principal, Tom Donahue.

The new School executive director/principal shall be selected on or before May 1, 2015, with Corporate ratification. It is contemplated that, beginning in the 2015-2016 school year, and thereafter, the School will employ a vice principal who will

report to the Executive Director/Principal; it is further contemplated that, with the input of the newly chosen Executive Director/Principal, that the School site council subcommittee may undertake a search for the Vice Principal for the 2015-2016 school year, selection subject to Corporate ratification.

Each school site contemplated by the School and/or Corporation shall have at least one school site Executive Director/Principal and one Vice Principal. Each school site Executive Director/Principal shall report to the Corporation's Chief Executive Officer. Each school Vice Principal shall report to and be directed by the school's Executive Director/Principal.

Location and Expansion of School: Any relocation or expansion of the School's existing facility will require consent and approval of the School site council. The Corporation shall cooperate with and seek recommendations from the School site council on expansion and creation of other School satellite sites. Additional School locations not in geographic competition with the School's existing facility shall be at the Corporation's discretion and does not require School site council approval.

Mr. Donahue, as Director of Curriculum for the Corporation shall report directly to the Corporation's Chief Executive Officer.

Included herein is the draft budget for the School.

SECTION 2: SEVERABILITY

If any provision or any part of this MOU is for any reason held to be invalid and or unenforceable or contrary to public policy, or statute, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

SECTION 3: NON-ASSIGNMENT

No portion of this MOU may be assigned to another entity without the prior written approval of the other party.

SECTION 4: WAIVER

A waiver of any provision or term of this MOU must be in writing and signed by both parties. Any such waiver shall not constitute a waiver of any other provision of this MOU.

SECTION 5: NOTIFICATION

All notices, requests, and other communications under this MOU shall be in writing and mailed to the proper addresses as follows:

To the Corporation at:	
	Tri-Valley Learning Corporation William Batchelor 3252 Constitution Drive Livermore, CA 94551
To the School at:	
	Old Town Academy Thomas Donahue 2120 San Diego Avenue San Diego, CA 92110 w/a copy to Chair, School Site Council 2120 San Diego Avenue San Diego, CA 92110

This MOU contains the entire MOU of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or MOUs between the parties with respect to the subject matter of this MOU. No person or party is authorized to make any representations or warranties except as set forth herein, and no MOU, statement, representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The parties further recognize that this MOU shall only be modified in writing by the mutual agreement of the parties.

8/2/14
Date

President, Tri-Valley Learning Corporation
Governing Board

7/30/2014
Date

Thomas Donahue
Executive Director, Old Town Academy

Additional Items to include in Site Council Packet (to be emailed by noon on 5/27/15)

LCAP Report

LCAP Report to be Provided

SDUSD Audit Report/Notes

(To be Provided)

Final 2014-2015 Budget

CHARTER SCHOOL BUDGET
July 1, 2014 to June 30, 2015

Charter School Name: Old Town Academy K-8 Charter
CDS #: 37-68338-0123778
Charter Approving Entity: San Diego Unified School District 37-68338
County: San Diego
Charter #: 1279

DESCRIPTION	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. Revenue Limit Sources				
Local Control Funding Formula (LCFF) State Aid	8011	378,277.00		378,277.00
Education Protection Account (EPA)	8012	222,564.00		222,564.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	928,262.00		928,262.00
Other Revenue Limit Transfers	8091, 8097			0.00
State Aid - Other	8311			0.00
State Aid - Prior Years	8319			0.00
Total, Revenue Limit Sources		**1,529,103.00**	**0.00**	**1,529,103.00**
2. Federal Revenues (See Note on last page)				
No Child Left Behind - Federal Title Funds	8290			0.00
Special Education - Federal	8181, 8182		28,764.00	28,764.00
Child Nutrition - Federal	8220			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		**0.00**	**28,764.00**	**28,764.00**
3. Other State Revenues				
Special Education - State	StateRevSE		118,568.00	118,568.00
Lottery	8560	29,963.00	5,993.00	35,956.00
All Other State Revenues -- Grants	8590	179,775.00		179,775.00
Total, Other State Revenues		**209,738.00**	**124,561.00**	**334,299.00**
4. Other Local Revenues				
All Other Local Revenues - Interest, Donations, Private Grants	8660-8699	200,240.00		200,240.00
Total, Local Revenues		**200,240.00**	**0.00**	**200,240.00**
5. TOTAL REVENUES		**1,939,081.00**	**153,325.00**	**2,092,406.00**
B. EXPENDITURES				
1. Certificated Salaries				
Teachers' Salaries	1100	450,217.00	28,536.00	478,753.00
Certificated Pupil Support Salaries	1200	19,878.00		19,878.00
Certificated Supervisors' and Administrators' Salaries	1300	101,527.00		101,527.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		**571,622.00**	**28,536.00**	**600,158.00**
2. Non-certificated Salaries				
Instructional Aides' Salaries	2100	102,971.00	26,814.00	129,785.00
Classified Support and Custodial Salaries	2200			0.00
Classified Supervisors' and Administrators' Salaries	2300	42,000.00		42,000.00
Clerical and Office Salaries	2400	58,795.00		58,795.00
Other Classified Salaries - Noon Duty/Security	2900			0.00
Total, Non-certificated Salaries		**203,766.00**	**26,814.00**	**230,580.00**
3. Employee Benefits				
STRS	3101-3102	54,481.00	2,534.00	57,015.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	23,877.00	2,465.00	26,342.00
Health and Welfare Benefits	3401-3402	115,138.00	3,314.00	118,452.00
Unemployment Insurance	3501-3502	14,732.00	1,052.00	15,784.00
Workers' Compensation Insurance	3601-3602	19,661.00	1,107.00	20,768.00
OPEB, Allocated	3701-3702			0.00
Other Employee Benefits	3901-3902			0.00
Total, Employee Benefits		**227,889.00**	**10,472.00**	**238,361.00**
4. Books and Supplies				
Textbooks and Core Curricula Materials	4100	6,375.00		6,375.00
Books and Other Reference Materials	4200	10,692.00		10,692.00
Materials and Supplies	4300	98,286.00	10,993.00	109,279.00
Non-capitalized Equipment	4400	1,000.00		1,000.00
Food	4700			0.00
Total, Books and Supplies		**116,353.00**	**10,993.00**	**127,346.00**

CHARTER SCHOOL BUDGET
July 1, 2014 to June 30, 2015

Charter School Name: Old Town Academy K-8 Charter

CDS #: 37-68338-0123778

Charter Approving Entity: San Diego Unified School District 37-68338

County: San Diego

Charter #: 1279

DESCRIPTION	Object Code	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures				
Contracts and Consultants more than 25K	5100			0.00
Travel and Conferences	5200	12,000.00		12,000.00
Dues and Memberships	5300	2,927.00		2,927.00
Insurance	5400	19,898.00		19,898.00
Operations and Housekeeping Services	5500	50,782.00		50,782.00
Rentals, Leases, Repairs,and Non-capitalized Imprmnts	5600	432,964.00		432,964.00
Prof/Consulting Srvcs and Operating Expend	5800	165,118.00	76,510.00	241,628.00
Communications	5900	17,447.00		17,447.00
Total, Services and Other Operating Expenditures		**701,136.00**	**76,510.00**	**777,646.00**
6. Capital Outlay				
Depreciation Expense	6900	61,947.00		61,947.00
Total, Capital Outlay		**61,947.00**	**0.00**	**61,947.00**
7. Other Outgo				
Tuition to Other Schools (**Contribution to Special Ed Unfunded Cost**)	7110-7143			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223			0.00
All Other Transfers	7280-7299			0.00
Indirect Costs (**MUST NET TO ZERO**)	7310			0.00
Debt Interest	7438	5,102.00		5,102.00
Total, Other Outgo		**5,102.00**	**0.00**	**5,102.00**
8. TOTAL EXPENDITURES		**1,887,815.00**	**153,325.00**	**2,041,140.00**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		**51,266.00**	**0.00**	**51,266.00**
D. OTHER FINANCING SOURCES (USES)				
Other Sources	8930-8979			0.00
Other Uses	7630-7699			0.00
Contributions between unrestricted and restricted accounts (**must net to zero**)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES (USES)		**0.00**	**0.00**	**0.00**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		**51,266.00**	**0.00**	**51,266.00**
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance, July 1, 2014 (**USE Est. Ending Bal. of 6/30/14**)	9791	363,678.00		363,678.00
2. Estimated Ending Fund Balance, June 30, 2015 (E + F.1)		**414,944.00**	**0.00**	**414,944.00**
Components of Ending Fund Balance (**Optional for Non-profits**):				
Nonspendable Revolvinig Cash	9711			0.00
Nonspendable Stores	9712			0.00
Nonspendable Prepaid Items	9713			0.00
All Other Nonspendable Assets	9719			0.00
Restricted Balance	9740			0.00
Stabilization Agreements	9750			0.00
Other Commitments	9760			0.00
Other Assignments	9780			0.00
Reserve for Economic Uncertanties	9789	102,057.00		102,057.00
Unassigned/Unappropriated	9790	312,887.00		312,887.00
Capital Assets, Net of Related Debt (accrual basis of accounting only)	9796			0.00
Restricted Net Assets (accrual basis of accounting only)	9797			0.00
Undesignated / Unappropriated Amount		**0.00**	**0.00**	**0.00**

OTA 2-11-15 to 4-22-15 OTA Warrant Listing

OTA 2-11-15 to 4-22-2015 Warrant Listing

Check Numb	Check Type	Check Date	Payee	Fund	Amount
2598	Warrant	2/12/2015	AFLAC	OTA	$ 137.84
2195	Warrant	2/17/2015	Alma Fernandez	OTA	$ 800.00
2196	Warrant	2/19/2015	City of San Diego-Water-City Treasure	OTA	$ 978.93
2194	Warrant	2/20/2015	Thiago Batista	OTA	$ 40.00
2197	Warrant	2/23/2015	Tynesha Sett	OTA	$ 213.99
2198	Warrant	2/23/2015	John Nettles	OTA	$ 180.00
2199	Warrant	3/2/2015	Young Audiences	OTA	$ 346.00
2202	Warrant	3/2/2015	Alma Fernandez	OTA	$ 800.00
2599	Warrant	3/2/2015	PostalAnnex #3009	OTA	$ 39.43
2600	Warrant	3/2/2015	SDUSD	OTA	$ 8,834.07
2200	Warrant	3/3/2015	Hilary Kearney	OTA	$ 75.00
2601	Warrant	3/3/2015	CRI OLDTOWN, LP	OTA	$ 35,629.99
2201	Warrant	3/5/2015	Specialized Therapy Services	OTA	$ 2,658.50
2203	Warrant	3/6/2015	SDG&E	OTA	$ 1,978.20
2204	Warrant	3/6/2015	SDG&E	OTA	$ 161.69
2602	Warrant	3/6/2015	Ring Central	OTA	$ 118.54
2602	Warrant	3/6/2015	Ring Central	OTA	$ 10.67
2603	Warrant	3/10/2015	SDUSD	OTA	$ 1,657.79
2604	Warrant	3/10/2015	CaliforniaChoice Benefit Administrators	OTA	$ 3,815.25
2604	Warrant	3/10/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,207.22
2604	Warrant	3/10/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,826.62
2605	Warrant	3/10/2015	Guardian	OTA	$ 895.23
2605	Warrant	3/10/2015	Guardian	OTA	$ 244.27
2605	Warrant	3/10/2015	Guardian	OTA	$ 164.26
2606	Warrant	3/10/2015	AFLAC	OTA	$ 137.84
2207	Warrant	3/16/2015	JMR Construcition	OTA	$ 810.00
2208	Warrant	3/16/2015	JMR Construcition	OTA	$ 415.00
2209	Warrant	3/16/2015	Alma Fernandez	OTA	$ 800.00
2609	Warrant	3/17/2015	Charter School Development Center	OTA	$ 9,084.60
2611	Warrant	3/20/2015	San Diego Unified School District	OTA	$ 375.00
2210	Warrant	3/23/2015	Namaste Today	OTA	$ 120.00
2206	Warrant	3/24/2015	Suzie's Farm	OTA	$ 230.00
2612	Warrant	3/24/2015	Guardian	OTA	$ 895.23
2612	Warrant	3/24/2015	Guardian	OTA	$ 244.27
2612	Warrant	3/24/2015	Guardian	OTA	$ 164.26
2205	Warrant	3/30/2015	MJS	OTA	$ 105.00
2607	Warrant	3/30/2015	CaliforniaChoice Benefit Administrators	OTA	$ 3,815.25
2607	Warrant	3/30/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,207.22
2607	Warrant	3/30/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,826.62
2215	Warrant	3/31/2015	JMR Construcition	OTA	$ 846.00
2613	Warrant	4/1/2015	AFLAC	OTA	$ 137.84
2614	Warrant	4/1/2015	SDUSD	OTA	$ 8,834.07
2615	Warrant	4/7/2015	CRI OLDTOWN, LP	OTA	$ 35,629.99
2616	Warrant	4/7/2015	Ring Central	OTA	$ 118.54
2616	Warrant	4/7/2015	Ring Central	OTA	$ 10.67
2617	Warrant	4/10/2015	SDUSD	OTA	$ 1,657.79
2618	Warrant	4/16/2015	CRI OLDTOWN, LP	OTA	$ 19,646.50
2619	Warrant	4/20/2015	CaliforniaChoice Benefit Administrators	OTA	$ 4,715.25
2619	Warrant	4/20/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,207.22
2619	Warrant	4/20/2015	CaliforniaChoice Benefit Administrators	OTA	$ 1,826.62
2620	Warrant	4/20/2015	Guardian	OTA	$ 895.23
2620	Warrant	4/20/2015	Guardian	OTA	$ 244.27
2620	Warrant	4/20/2015	Guardian	OTA	$ 164.26