



BOARD OF EDUCATION REGULAR MEETING AGENDA

September 8, 2026
6:30 p.m.

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, located at 1300 17th Street, Seventh Floor, Bakersfield, California 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the Superintendent's Office at (661) 636-4617 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comments to the Board can attend the meeting in person. Correspondence sent by mail or email to kcboe@kern.org before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: [\(1\) Kern County Board of Education – YouTube](#).

1.0 GENERAL FUNCTIONS

1.1 Call to order time _____ p.m.

1.2 Pledge of Allegiance

1.3 Roll Call	Present	Absent
Julie Beechinor Towse, <i>Area 1</i>	_____	_____
Joe L. Marciano, <i>Area 2</i>	_____	_____
Mary M. Little, <i>Area 3</i>	_____	_____
Jose E. Gonzalez, Jr., <i>Area 4</i>	_____	_____
Lori Eskew, <i>Area 5</i>	_____	_____
James V. Robinson, <i>Area 6</i>	_____	_____
Lori J. Cisneros, <i>Area 7</i>	_____	_____
Dr. John G. Mendiburu, <i>Superintendent</i>	_____	_____

1.4 Adoption of the Agenda

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

1.5 Approval of the Minutes from the Regular Board Meeting held on August 11, 2026.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

2.0 PUBLIC COMMENTS

The Board of Education appreciates comments from members of the public who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda or other topic within the Board's jurisdiction will be limited to 20 minutes. All requests for public comment must be submitted prior to the start of the meeting. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustments shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to complete a form before the board meeting begins, providing their name, contact information, and the agenda item or other topic on the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

3.0 CLOSED SESSION

3.1 HEARING TO CONSIDER INTER-DISTRICT TRANSFER APPEAL

(Education Code section 46601)

Case No. Student A

Hearing will be held in closed session to prevent disclosure of confidential student record information unless timely request for open session is received on pupil's behalf.

3.2 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

4.0 INFORMATIONAL ITEMS – NO ACTION TAKEN

4.1 JobsPlus! Program – A Day in the Life of a KCSOS Intern.

5.0 ACTION ITEMS

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval is recommended on all items listed.

5.1 Consent Agenda

5.1.1 Approval of Graduation Diplomas.

Motion _____ Second _____ Ayes _____ Nayes _____ Abstain _____

5.2 General Business

5.2.1 Public Hearing Regarding the Petition to Establish Education Outside the Box Charter School.

Conduct the public hearing required by California Education Code section 47605.6(b) regarding the petition to establish Education Outside the Box Charter School. The hearing is intended to receive public comments on the provisions of the charter petition and to consider the level of support for the petition by impacted districts, teachers, and parents. No action will be taken on the petition at this meeting. The Governing Board will consider approval or denial of the petition at a subsequent public meeting.

- 5.2.2 Approval of Resolution Authorizing Participation in Social Media Addiction and Video Game Addiction Litigation and Approval of Related Contingency Fee Retainer Agreement.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

- 5.2.3 Approval of the Resolution Establishing OPSC Authorized Representatives and Property Acquisitions and Sale.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

- 5.2.4 Approval for the Kern County Office of Education to be a member of the Kern Adult Education Consortium and appoint a designee by the Kern County Superintendent of Schools.

Motion _____ Second _____ Ayes _____ Nays _____ Abstain _____

6.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 6.1 Members of the Board will report on various topics.

7.0 REPORT OF COUNTY SUPERINTENDENT

- 7.1 The County Superintendent will report on various topics.

8.0 AGENDA ITEMS FOR THE NEXT MEETING

- 8.1 Items to be considered for the next agenda.

9.0 ADJOURNMENT

- 9.1 Unless otherwise posted, the next regularly scheduled meeting will be held on October 13, 2026, at 6:30 p.m.

- 9.2 Time of adjournment _____ p.m.



BOARD OF EDUCATION REGULAR MEETING MINUTES

August 11, 2026
6:30 p.m.

1.5

Board of Education Board Room
1300 17th Street, City CENTRE – Bakersfield, CA 93301

1.0 GENERAL FUNCTIONS

1.1 The meeting was called to order at 6:30 p.m.

1.2 Pledge of Allegiance

1.3 Roll Call

Board Members Present

Julie Beechinor Towse

Lori J. Cisneros

Lori Eskew

Jose E. Gonzalez, Jr.

Mary Little

James V. Robinson

Board Members Absent

Joe L. Marciano

KCSOS Employees Present

Dr. John G. Mendiburu, *Superintendent*

Christian Shannon, *Deputy Superintendent*

Steve Sanders, *Chief of Staff*

Merril Clanton, *Senior Executive Administrative Assistant to the Superintendent*

1.4 It was moved by Trustee Robinson, seconded by Trustee Beechinor Towse to approve the agenda.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson

Nays: None

Abstain: None

Absent: Trustee Marciano

1.5 It was moved by Trustee Eskew, seconded by Trustee Little to approve the Minutes from the Regular Board Meeting held on July 14, 2026.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson

Nays: None

Abstain: None

Absent: Trustee Marciano

2.0 PUBLIC COMMENTS

2.1 Public Comments were heard from the following:

- Anastasia Hopper
- Ellen Schaffhauser
- Jeanine Adams
- Joanna Kendrick

3.0 INFORMATION ITEMS – NO ACTION TAKEN

3.1 CAAT Material Revision Update.

4.0 ACTION ITEMS

4.1 Consent Agenda

4.1.1 It was moved by Trustee Beechinor Towse, seconded by Trustee Gonzalez, Jr. to approve Graduation Diplomas.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson
Nays:	None
Abstain:	None
Absent:	Trustee Marcano

4.2 General Business

4.2.1 It was moved by Trustee Beechinor Towse, seconded by Trustee Eskew to approve the Resolution designating September as School Attendance Awareness Month.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson
Nays:	None
Abstain:	None
Absent:	Trustee Marcano

4.2.2 It was moved by Trustee Eskew, seconded by Trustee Robinson to approve the Resolution Declaring Property as Exempt Surplus Land located at 1001 Tower Way, Bakersfield, CA 93309.

Ayes:	Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson
Nays:	None
Abstain:	None
Absent:	Trustee Marcano

- 4.2.3 It was moved by Trustee Beechinor Towse, seconded by Trustee Little to approve the Ratification of the Resolution requesting Consolidation of the Election, Ordering Election, and Requesting County Elections to Conduct the Election.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson
Nayes: None
Abstain: None
Absent: Trustee Marciano

- 4.2.4 It was moved by Trustee Eskew, seconded by Trustee Little to approve the Consolidated Application.

Ayes: Trustee Beechinor Towse, Trustee Cisneros, Trustee Eskew, Trustee Gonzalez, Jr., Trustee Little, and Trustee Robinson
Nayes: None
Abstain: None
Absent: Trustee Marciano

5.0 REPORT OF COUNTY BOARD OF TRUSTEES MEMBERS

- 5.1 Trustee Robinson commented on the increasingly complex and contentious nature of current local and national issues and their potential impact on Kern County communities and K–12 education. He encouraged parents, educators, community members, and elected officials to remain informed and engaged and to approach discussions surrounding challenging issues thoughtfully, objectively, and with civility. He also noted the growing influence and uncertainty surrounding artificial intelligence and emphasized the importance of understanding its potential implications for education and society. Trustee Robinson encouraged community members to stay informed about issues affecting public education and local governance, participate in the civic process, and recognize the importance of voting and community engagement. Trustee Robinson also referenced correspondence discussed at the previous Board meeting regarding the Kern Board of Education Improvement Coalition (KBOEIC). He noted that Trustee Marciano had requested that the organization consider changes to its name, acronym, website, and related materials to reduce potential confusion with the Kern County Board of Education and KCSOS, with a response requested by July 29th.
- 5.2 Trustee Eskew shared several recent community engagement activities, including participating in “Christmas in July” events benefiting the Open-Door Network and attending a retirement celebration for the Probation Chief. She also attended National Night Out and highlighted the Kern County Probation Department’s new community outreach trailer and its efforts to connect with youth and promote career opportunities. She noted the connection between KCSOS, Probation, and programs serving at-risk students. Trustee Eskew encouraged the community to support CALM’s upcoming Ice Cream Zoo-fari and reminded motorists to exercise caution in school zones as students return to school. She expressed her hopes for a safe and successful school year for students. Trustee Eskew also raised questions regarding state-required annual employee training that includes awareness of and sensitivity toward LGBTQ+ students. She expressed concerns brought to her attention regarding the training requirements, including whether employees may seek a religious exemption and whether participation could affect employment. Dr. Mendiburu clarified that the training is required for public employees as part of annual training requirements and is intended to promote awareness and sensitivity toward students within the school community. He further clarified that the training does not require employees to sign an agreement affirming particular beliefs.

- 5.3 Trustee Beechinor Towse wished students, families, teachers, and staff a successful start to the new school year. She expressed optimism for the year ahead and highlighted the important and positive role educators play in supporting students and helping them grow and succeed.
- 5.4 Trustee Little echoed her fellow trustees in welcoming students and staff back to school and expressed her hope for a successful school year. She acknowledged the increasingly complex issues facing educators and school staff and expressed confidence in their ability to navigate those challenges. Trustee Little commented on efforts to address chronic absenteeism, noting that progress has been made following challenges experienced during and after the COVID-19 pandemic. She also expressed her continued support for the Dream Center and recognized the important services it provides to students and young people in the community. Trustee Little raised questions regarding the availability of special education teachers and current staffing challenges. Dr. Mendiburu explained that special education teacher shortages continue to be a statewide and local concern and discussed efforts to develop career pathways that encourage students to pursue careers in special education. Trustee Little also asked about the varying school calendars throughout Kern County and how school start and end dates are determined. Dr. Mendiburu clarified that local school boards establish their respective calendars, provided they meet California's required 180 instructional days, resulting in variations among districts based on local needs and scheduling preferences.
- 5.5 Trustee Cisneros reflected on the opportunity to serve as presiding officer at the meeting, noting that it was a valuable learning experience and thanking those present for their patience and support. She also briefly commented on her upcoming campaign for Area 7 and her interest in serving as Board President in 2027. Trustee Cisneros highlighted upcoming community events in Tehachapi, including the Mountain Festival on August 15–16, featuring a parade, activities, food, music, and family entertainment. She also noted the final Farmers Market of the season, scheduled for Thursday in downtown Tehachapi.

6.0 REPORT OF THE COUNTY SUPERINTENDENT

- 6.1 Superintendent Mendiburu provided an update on the start of the 2026–27 school year, noting that districts throughout Kern County have staggered opening dates, with all districts expected to be in session by the end of the week. Superintendent Mendiburu also discussed declining student enrollment in Kern County, noting that the county has experienced enrollment declines for the past three years across the majority of school districts. He indicated that updated enrollment information would be available once all schools are in session and that he would provide the Board with additional information at the September meeting if significant impacts are identified. In response to Board questions, Superintendent Mendiburu clarified that most charter schools are experiencing stable or increasing enrollment and are not considered the primary cause of declining district enrollment. He also noted that Valley Oaks Charter School has experienced a slight increase in homeschooling enrollment, primarily related to families seeking specialized scheduling options. Superintendent Mendiburu stated that declining enrollment is largely associated with demographic changes and families relocating outside California, noting that declining student enrollment is also occurring statewide.

7.0 AGENDA ITEMS FOR THE NEXT MEETING

- 7.1 There were no recommendations for the September 8, 2026, meeting.

8.0 ADJOURNMENT

- 8.1 Unless otherwise posted, the next regularly scheduled meeting will be held on September 8, 2026, at 6:30 p.m.
- 8.2 The meeting was adjourned at 7:42 p.m.

John G. Mendiburu, Ed.D., Ex-Officio Secretary to the Board of Education

5.2.1

Office of John G. Mendiburu
Kern County Superintendent of Schools
Advocates for Children...

Charter Schools' Office
Notice of Submission: Petition to Establish a Countywide Charter
Petition Packet Cover Sheet

Name of Charter School: Education Outside the Box

Contact Information:

Name of lead petitioner(s): Melissa Wheeler

Title/Relationship to Charter School: Executive Director of Education

Contact Address: 12000 Olive Drive
Los Angeles, CA 93312

Telephone number(s):

Office/Home _____ Mobile 661-800-8345

FAX: _____

Email: melissa.bothocharter@gmail.com

Charter School Information:

Proposed opening date: July 1, 2027

Proposed enrollment: First/Current year: 100 Full implementation: 1400

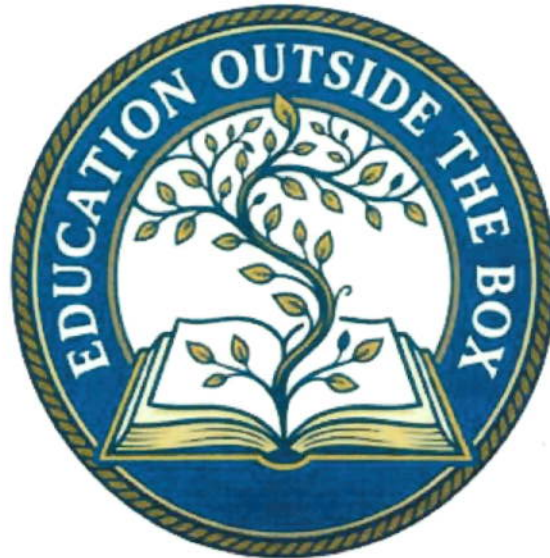
Proposed grade levels: First/Current year: TK-8th Full implementation: TK-8th

Proposed/actual school address(es): 12000 Olive Drive
(If multiple sites, attach a list of additional Tehachapi Unified
Site addresses.) Panama Buena Vista

Signature of lead petitioner(s): Melissa Wheeler

Dustin McDaniel

Date: 6-25-26



Petition for:

Education Outside the Box Charter School

For term July 1, 2027 – June 30, 2032

Submitted to:

Kern County Board of Education

July 17, 2026

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Affirmations and Declaration

As the authorized lead petitioners, we, Melissa Wheeler and Dusti McDaris, certify that the information submitted in this petition for a California public countywide charter school to be named Education Outside the Box ("EOTB" or the "Charter School"), and to be located within the boundaries of Kern County and authorized by the Kern County Board of Education ("KCBOE") with oversight by the Kern County Superintendent of Schools ("KCSOS") (collectively referred to herein as the "County") is true to the best of our knowledge and belief. We also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, EOTB will follow any and all federal, state, and local laws and regulations that apply to EOTB, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or the student's parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of

1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920, et seq. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Education Code Section 51744, et seq. related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605.6(m)]

Melissa Wheeler

Melissa Wheeler, Executive Director of Education

Date: 7/17/26

Dusti McDaris

Dusti McDaris, Director of Business Development and Operations

Date: 7/17/26

I. Introduction

❖ Countywide Justification

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code Section 47605.6(a)(1).

"A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." Education Code Section 47605.6.

Petitioners for Education Outside the Box respectfully request the approval of our charter for the term of July 1, 2027 to June 30, 2032, so that we may offer a unique public school option to our community and implement our Mission while pursuing our Vision and Learner Outcomes. EOTB hopes to build a unique charter school program to support the whole family in learning, where our Core Values are continually evident in the Kern County community, to fulfill the Intent of the Charter School Act of 1992, and offer our community options within the public school system.

Education Outside the Box embraces the Legislative Intent of the Charter School Act and its mandate. Our school would be formed by Home Learning Coaches, parents, and community members in response to the needs of local pupils and will provide all of the benefits listed below. The Charter School would best serve the County as a countywide charter because the Charter School will decrease the number of homeschool/independent study families who are schooling under a private homeschool affidavit, online, or with non-community based schools; and increase their enrollment with a community based charter school, as we know children and families do best when learning through a caring and loving community based school environment. This opportunity will be the first of its kind in Kern County, offering small class sizes and ability for families to choose which location is most convenient for them. A community based school environment allows students to feel comfortable and welcome, easily assimilating into their new atmosphere by connecting with other students. Additionally, homeschooling families often struggle with social outlets for their students. Our model for weekly gatherings gives ample opportunity to meet that need.

Education Outside the Box is a proposed Transitional Kindergarten ("TK") through 8th Grade public charter school located in Bakersfield, within the Kern County Board of Education. Opening in the 2027–28 school year, EOTB seeks to redefine personalized education by blending home-based learning with in-person experiential learning opportunities that develop essential life skills, practical knowledge, and strong family connections.

EOTB will enroll approximately ten Learners per grade level, providing an intimate learning environment that allows Home Learning Coaches to tailor instruction to Learners' individual needs and family

contexts. The Charter School's hybrid schedule—home-based academic engagement Monday through Thursday, complemented by collaborative, project-based, and life skills enrichment on Fridays—ensures that Learners receive both academic rigor and meaningful, real-world application.

Rooted in the belief that education extends beyond the classroom walls, EOTB's mission integrates academic excellence, emotional intelligence, family involvement, and practical life mastery. The Charter School aims to produce confident, capable young Learners equipped for success in secondary education and beyond.

The Legislature of the State of California states that, "The family is our most fundamental social institution and the means by which we care for, prepare, and train our children to be productive members of our society. Social research shows increasingly that the disintegration of the family is a major cause of increased welfare enrollment, child abuse and neglect, juvenile delinquency, and criminal activity." - (Education Code Section 51220.5). In keeping with these principles, Education Outside the Box seeks to support parents in Kern County in their roles as their child's teacher.

The Charter School seeks to support parents through the following (as described in more detail throughout the Petition):

1. Increase Learner achievement for homeschool families through enriched personalized instruction and support. Learners from low-income backgrounds, Hispanic Learners, and Learners with Disabilities persistently under-achieve when compared with Learners from middle and upper class backgrounds, Asian/White Learners, and English only Learners.
2. Utilize guided collaborative learning through credentialed teachers who will develop multiple personalized core instructional homeschool materials, while also teaching and guiding both homeschool parents and Learners on a rigorous, standards-based curriculum to "close the achievement gap" in our Learners.
3. Provide an in-depth enrichment program, giving TK-12 Learners the opportunity to be meaningfully challenged and enriched through integrated thematic learning, guided by gifted education for all, while incorporating the visual and performing arts, history/social studies, science, and through multi-age opportunities.
4. Offer more time for younger grade levels on campus, especially kindergarten. All grade levels will have a minimum of two school days a week where specialized classes will be offered in both core classes and enrichment.
5. Thoughtfully use performance data from multiple measures and authentic assessments to guide and improve our instruction and Learner achievement.
6. Create and maintain a collaborative school culture and climate where Learners, teachers, and parents are valued as responsible partners in the educational process.
7. Create new professional opportunities for teachers to be leaders, including the school-wide emphasis on constructivist teaching practices, collaboration among staff, and significant autonomy to respond to Learner needs to improve Learner learning.
8. Expand the range of educational choices for parents and Learners, understanding that homeschool families should have all the same opportunities provided in a

site-based program just structured in a creative way to allow support and differentiation based on the families needs.

9. Offer a TK-12 option to Learners and families who desire a more intimate setting for their child, where the parent is valued as an integral part of the educational process
10. Continue to support families in creative ways, including other locations as needed to best serve the needs of homeschooling families and to reduce the time away from the teaching and learning of their children.
11. Continue developing a rich and rigorous WASC accredited blended learning option for secondary Learners wishing to pursue a four year university, and be prepared to compete in our global economy while pursuing their dreams.
12. Achieve our mission, vision and learning outcomes(see further discussion below) by always keeping our Learners at the forefront of our decision-making.

❖ Support for our Charter

EOTB intends to gain support from multiple organizations to ensure the school models best practices as we open, grow, and improve. EOTB will become a member of California Charter Schools Association, Charter School Development Center, and California Consortium of Independent Study. In addition, the Administration also plans to participate in the Association of California School Administrators.

This Petition Merits a Countywide Charter

The Charter School Will Locate its Facilities Within the County and Will Provide Services Not Generally Provided in the County

Education Code Section 47605.6(a)(1) provides that a petition for a countywide charter may propose to “operate[] at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education.” EOTB has identified a site within the geographic boundaries of the County (see Element 4), and it will provide instructional services that are not of the kind generally provided by the County, namely, a general education TK-12 school program open to homeschool/independent study families who are schooling under a private homeschool affidavit, online, or with non-community based schools. A countywide charter will ensure EOTB the flexibility to open multiple sites throughout the County and across school district boundaries as appropriate to meet the needs of students according to where they live.

An increasing number of families have decided that a home-based, family-centered style of education best suits them. Kern County’s charter enrollment has grown sharply: from 7,341 students in 2014–15 to over 23,000 in 2024–25. In addition, a large number of homeschooling families in Tulare County still travel to other counties to access homeschool charter school programs; including, Porterville where in just two years over 800 Learners enrolled in just one online independent study homeschool. Other families are interested in teaching their children at home but believe they lack the necessary resources and/or expertise. This is especially true for families of limited income and Learners with special needs.

Families choose a home-centered education for their children for a wide variety of reasons. The flexibility of instructional delivery strategies can allow for remedial strategies that cannot be provided in a traditional classroom setting. Because of this, families with children with disabilities or special needs or children that are gifted and talented often find that their children thrive in the flexible one-on-one instruction that homeschooling allows. Other parents choose homeschooling because of a desire to nurture strong family relationships or for philosophical reasons. Some children with chronic illnesses find that learning in a home-based program allows them to overcome the limitations associated with poor school attendance. Most homeschool families embrace the opportunity to take an active role in their child's education.

Students Would Not Be Served as Well By a District-Authorized Charter

Education Code Section 47605.6(a)(1) provides that "[a] county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." As summarized above, and identified in detail in Element A, this petition presents an academic program that will specifically benefit an identifiable pupil population that lives throughout the County.

It is the intent of the Education Outside the Box to increase the educational options available to families in Kern County by providing a program that allows families to educate their children at home while remaining connected to a public school. Each family will be assigned an Education Specialist ("ES") who will meet with each Learner and parent on a regular basis to collaborate in selecting a Learning Pathway for each child. This Learning Pathway will be driven by the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively, the "State Standards") while allowing parents the freedom to individualize instructional strategies to fit the needs of their child and their family.

Parents are designated as their child's Learning Partner; the role of the qualified employee of EOTB (referred to as the Home Learning Coach ("HLC")) is to assist in the creation of an educational plan for their child. The HLC is also the designated agent to assign time value to the Learner's work for the purpose of reporting attendance and for monitoring "adequate progress." Core subjects at EOTB are identified as Language Arts, Mathematics, Social Studies, and Science.

We have found a continued growing demand from parents and community members for home based education: an innovative, community centered, high quality blended program charter school within the valley that celebrates parent partners, provides enrichment classes with design thinking and education methods, and nurtures its Learners within a small, safe school culture, preparing them for success in high school, college and career, and offering the next generation access to a broader range of personal and professional opportunities in their lifetime. With the incorporation of Life Skills, it also makes EOTB unique to Kern County in offering a variety of skill sets that are irreplaceable to Learners.

Each Learner, their parent, and their assigned Home Learning Coach will meet not less than

once every four weeks to collaboratively set forth the goals for the evaluation period. Parents will be provided with the resources (e.g., textbooks, trade books) needed to accomplish the set goals. At the end of the four weeks (or less), the Learner, parent and Home Learning Coach will again meet. The parent will provide samples of the Learner's work as well as a summary of work that was accomplished. New goals will then be set for the following reporting period. Both parents and representatives of EOTB have the option of meeting more often than every four weeks as needed.

An increasing number of families have decided that a home-based, family-centered style of education best suits them. Other families are interested in teaching their children at home but believe they lack the necessary resources and/or expertise. This is especially true for families of limited income and Learners with special needs.

Families choose a home-centered education for their children for a wide variety of reasons. The flexibility of instructional delivery strategies can allow for remedial strategies that cannot be provided in a traditional classroom setting. Because of this, families with children with disabilities or special needs or children that are gifted and talented often find that their children thrive in the flexible one-on-one instruction that homeschooling allows. Other parents choose homeschooling because of a desire to nurture strong family relationships or for philosophical reasons. Some children with chronic illnesses find that learning in a home-based program allows them to overcome the limitations associated with poor school attendance. Most homeschool families embrace the opportunity to take an active role in their child's education.

* * *

For the reasons articulated above, the Charter School has provided a reasonable justification for why it could not be established by petition to a school district pursuant to Education Code Section 47605 and should be granted a countywide charter. A district-authorized charter school would not be able to serve the home school community as well.

Element 1: Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong Learners. Education Code Section 47605.6(b)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

❖ Mission Statement

The mission of Education Outside the Box is to empower Learners and families through a flexible, home-based educational model that fosters personal growth, family collaboration, and essential life skills. By combining individualized instruction with weekly hands-on, project-based learning experiences, EOTB prepares Learners to think critically, live responsibly, and thrive both academically and personally.

❖ Vision Statement

Our vision is to cultivate lifelong Learners who thrive in both intellectual and practical environments. Education Outside the Box envisions a community where education connects the classroom with the home and the natural world—where each child develops self-reliance, curiosity, resilience, and compassion. Learners graduate from EOTB with the confidence to navigate life’s challenges, pursue their passions, and contribute positively to their families and communities.

❖ Core Values

- **Family:** We embrace the entire family unit, multi-age learning, and the educational parent as part of our learning community which adds value and strength to our educational model. Learning together builds community and is celebrated and integral for Learner success.
- **Freedom:** We provide voice and choice whenever possible to practice the responsible management of freedom and to live the concept of self-governance, honoring the power of our individual agency.
- **Integrity and Kindness:** We model personal responsibility, honesty, kindness and high standards of conduct. We seek wholeness and soundness in decision-making.
- **The World is Our Classroom:** The world and doors are wide-open for endless learning opportunities that foster curiosity, creativity, depth, and fun.
- **Connection Making and Compassion:** We inspire curiosity and a drive for life-long learning. We foster and encourage empathy for others, global thinking, an understanding of world culture, and a passion to sustain a healthy, life-sustaining global environment.

❖ Educational Program

EOTB's educational program integrates the State Standards with an emphasis on hands-on, real-world learning. Instruction is delivered primarily through a home-based learning model, supported by credentialed Home Learning Coaches who provide curriculum guidance, digital resources, and consistent family interaction.

Fridays serve as the cornerstone of the EOTB program—Learners gather in-person to engage in collaborative projects and life skills development. These weekly sessions focus on subjects such as applied science (gardening, sustainability, and environmental awareness), practical mathematics (financial literacy and budgeting), emotional intelligence, and survival skills like outdoor safety, first aid, and teamwork.

❖ Instructional Model

- Home-Based Learning: Learners complete **core** academic work at home with family and Home Learning Coaches support, using online and print-based materials aligned with state benchmarks.
- In-Person Fridays: Learners and staff meet for structured, project-based sessions emphasizing socialization, problem-solving, and life application.
- Personalized Learning Plans ("PLP"): Each Learner's academic path is **individualized based** on ability, goals, and family dynamics. Home Learning Coaches conduct regular progress checks, ensuring standards mastery and continued growth.
- Integration with Family Learning: Parents and guardians serve as learning partners, trained by EOTB to facilitate effective home instruction under Home Learning Coach supervision.

❖ Courses of Study

- Language Arts: Balanced literacy with emphasis on reading comprehension, communication skills, and creative expression.
- Mathematics: Conceptual understanding using manipulatives, applied math, and practical life applications (e.g., measurement, budgeting, design projects).
- Science & Social Studies: Inquiry-based exploration of natural environments, community systems, and sustainability.
- Health, Wellness, and Physical Education: Families participate in daily movement and nutrition-based activities, reinforced during in-person sessions.
- Life Skills Program: Weekly, age-appropriate projects in gardening, home repair, first aid, financial literacy, outdoor living, and teamwork.

❖ Program Description Summary

Education Outside the Box is a nonclassroom-based homeschool program, which includes onsite enrichment opportunities offered each Friday for families. Parents and their Learners work **closely** with a dedicated teacher, called a Home Learning Coach, to

choose the right combination of curriculum, classes, and learning programs personalized for each Learner. The Charter School believes that parents are the lead educators of their children, and the Charter School's purpose is to support and encourage families in the challenging task of educating their children. Parents meet with their ES regularly (no less than once every twenty school days) to set Learner goals, create unique lesson plans, and track each Learner's progress. Each Learner is assigned and given core curriculum, educational materials, field trips, enrichment classes, extra curricular opportunities, and support services as needed. Qualified staff members offer weekly virtual classes for all children and weekly support in core classes for parents.

ETOB's educational philosophy is that learning occurs best when:

- Parents are actively involved in and supportive of their child's learning.
- There is positive and frequent communication between the home and school. Guided by the State Standards, instruction is focused on the individual needs of each Learner.
- Instructional activities are integrated and meaningful.
- Learners have an awareness of and connection with their community and the area in which they live.
- Learners are encouraged to master skills to the best of their ability.
- There is a passion for learning that extends through the entire day and entire year that goes beyond the classroom, the school day, and the school year.
- Learner's input, questions, and ambitions are valued.
- Instruction, as much as possible, involves real-life hands-on experiences.

EOTB's Learning Pathways

At EOTB, we believe every Learner learns differently. This is why each family will have the opportunity to choose from three different and distinct Learning Pathways which may include: A Classical Education, the Charlotte Mason approach, or an Eclectic curriculum package.

Option 1: Classical Education

Classical education is structured around three developmental stages—Grammar, Logic, and Rhetoric—each tailored to the cognitive and developmental needs of Learners to build a foundation of knowledge, critical thinking, and expressive skills.

The Grammar Stage is the foundational phase of classical education. It focuses on absorbing facts, memorization, and acquiring basic skills. During this period, Learners are naturally adept at remembering and learning details, which makes it ideal for internalizing the core elements of each subject.

Key aspects of the Grammar Stage include:

- Learning fundamental facts, rules, and vocabulary, such as multiplication tables, spelling, grammar rules, historical dates, and scientific classification.
- Emphasis on repetition, songs, chants, and memorization techniques to reinforce knowledge.
- Introducing Learners to classical languages like Latin or Greek to strengthen analytical thinking

and vocabulary.

- Developing discipline and study habits that will be essential in later stages.

The goal is to accumulate a broad base of knowledge upon which logic and understanding can later be built.

The Logic Stage, also called the Dialectic Stage, capitalizes on the Learner's emerging ability to think analytically and ask questions. Here, education shifts from memorization to understanding relationships between knowledge and reasoning about cause and effect.

Key features of the Logic Stage:

- Teaching Learners formal reasoning and critical thinking skills.
- Encouraging questioning, debate, and logical analysis: Learners learn to understand why facts are true and how they interconnect.
- Emphasis on subjects that encourage reasoning, such as mathematics proofs, grammar rules explained conceptually, history with causes and consequences, and scientific principles.
- Encouraging the analysis of arguments and sources, preparing Learners to think independently.

The purpose of this stage is to train the mind to reason and think critically, building the capacity for informed judgment.

The Rhetoric Stage is the culminating phase of classical education, focusing on articulate expression, persuasion, and synthesis of knowledge. Learners learn to express ideas clearly and convincingly, using the knowledge and reasoning skills acquired in the earlier stages.

Key components of the Rhetoric Stage include:

- Mastering written and oral communication, including essays, speeches, debates, and creative expression.
- Encouraging Learners to synthesize knowledge across disciplines, forming well-reasoned arguments supported by evidence.
- Teaching advanced rhetoric, persuasion techniques, and stylistic elements of writing.
- Engaging in projects and presentations that require independent thought and personal insight.

The goal is to produce thinking individuals capable of using knowledge persuasively and creatively in real-world contexts.

Classical education follows a progressive, developmental model:

- Grammar Stage: Knowledge acquisition through memorization and foundational learning.
- Logic Stage: Understanding and reasoning, connecting facts, and developing critical thinking.
- Rhetoric Stage: Expression, persuasion, and application of knowledge in written and oral forms.

By moving through these stages, classical education aims to develop the whole

Learner—mind, character, and intellect—preparing Learners for lifelong learning and effective participation in society.

How classical education supports Learners with IEPs and ELs:

- Classical education often provides a well-organized curriculum and consistent routines, which can benefit students with IEPs who thrive in predictable settings. This structure also supports ELs by reducing anxiety and giving them time to process new information.
- By integrating classical literature, history, and philosophy, classical education exposes students to diverse perspectives and contexts. This can be especially valuable for ELs, who benefit from understanding cultural references, and for IEP students, who may need enriched background knowledge to grasp concepts.
- A core component of classical education is grammar, rhetoric, and literature, which can be adapted to meet the needs of ELs by building vocabulary, sentence structure, and expressive skills. For IEP students, this focus can help develop communication abilities tailored to their goals.

Option 2: A Charlotte Mason Approach

Based on the principles of Charlotte Mason, this style emphasizes living books, nature study, narration, short lessons, and cultivating good habits. The goal is to nurture a child's curiosity, character, and appreciation for beauty rather than only focusing on rote learning. Learning is often integrated with real-life experiences, museums, and field trips.

The Charlotte Mason method of homeschooling is a philosophy and pedagogy that emphasizes a broad education, strong habits, and respect for each child's mind. It values a liberal education that gives children access to a wide range of knowledge. The method is practical, focusing on literature-based learning, hands-on activities, and a balanced approach that includes literature, history, nature, art, and music. It encourages a Learner-centered approach, avoiding traditional methods like rote memorization and textbook learning. The method is gentle yet rigorous, simple yet profound, and offers a refreshing alternative to conventional education.

How a Charlotte Mason Approach supports Learners with IEPs and ELs:

- Charlotte Mason's first principle — "Children are born persons" — means every Learner, regardless of ability or language background, is valued as an individual. This mindset supports IEP goals by focusing on strengths, not deficits, and adapting the curriculum to fit the Learner's pace, interests, and sensory needs.
- Charlotte Mason does not "water down" content; instead, it adapts the delivery to match the Learner's capacity. For ELs, this might mean using rich, living books read aloud, with visual supports, and gradually introducing written work. For IEP Learners, it could mean breaking tasks into small, manageable steps, using multi-sensory materials,

- or replacing written narration with oral, drawn, or acted-out narration.
- Short lessons (5–15 minutes) help Learners with attention or processing challenges stay engaged. For ELs, this allows time to process new vocabulary and concepts before moving on. Variety across subjects keeps interest high and supports different learning styles.
- Nature study, music, art, and handicrafts are therapeutic and educational. For ELs, these can be used to build vocabulary and cultural understanding. For IEP Learners, they provide sensory regulation and motor skill development.

Option 3: An Eclectic Curriculum Package

Eclectic homeschooling is a flexible and personalized approach where EOTB selects the best elements from various educational philosophies to create an individualized education for each child. This method allows for a blend of different teaching styles, resources, and subjects, making it adaptable to each child's unique interests and learning needs.

Keys aspects of eclectic homeschooling include:

- Customization: EOTB chooses what works best for the child allowing for a tailored learning experience.
- Flexibility: The approach is inherently flexible, enabling EOTB to adapt their curriculum as their Learner's interests and needs change over time
- Integration of Methods: Eclectic homeschoolers may use a mix of structure methods (like classical education) and more hands-on, discovery-based learning.
- Overall, eclectic homeschooling empowers families to design an education that is as unique as their children, fostering a love for learning and personal growth.

In keeping with these principles, Education Outside the Box seeks to support parents in Kern County and adjacent counties in their roles as their child's Learning Partner.

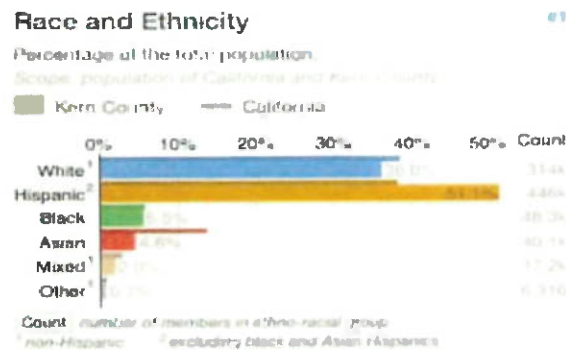
How an eclectic curriculum package supports Learners with IEPs and ELs:

- An eclectic curriculum integrates multiple instructional approaches, resources, and strategies to meet diverse learning needs. For students with Individualized Education Programs (IEPs) and English Language Learners (ELs), it provides a flexible, inclusive framework that aligns with both legal requirements and best practices in education.
- An eclectic curriculum supports IEP implementation by embedding the IEP's goals into the general education program. This means the student is not isolated to special education-only instruction but is actively engaged in the general curriculum, with targeted support integrated into daily lessons. The curriculum can be adapted to include supplementary aids and services—such as modified assignments or differentiated instruction, without lowering academic standards.
- By combining evidence-based practices with culturally responsive content, an eclectic curriculum ensures that students with IEPs and ELs can access and participate in the same academic, social, and extracurricular opportunities as peers.

❖ Learners to be Served

The thoughtfully constructed school design described in this charter petition has been prepared with the needs of the diverse homeschool community in mind, and the founders of Education Outside the Box believe EOTB offers a model that will serve our community well. EOTB will serve an academically, ethnically, and socio-economically diverse Learner population, similar to the Learner population of Kern County and surrounding similar schools. The following table provides an overview of Learner demographics.

EOTB will serve TK-8th grade Learners residing in Kern County. Our initial site will operate as the main campus, however, in the future we will offer optional enrichment meeting locations to better serve families closer to their residences. Educational Specialists will meet families on-site and in different locations, or virtually to provide them the necessary support and reduce their travel time when requested. Primarily, families would drive to us for enrichment, resources, Home Learning Coach meetings, and other needs. Other homeschool programs just offer parent support and one monthly meeting, but the Charter School offers a wonderful, blended program with a menu of on-site learning opportunities, robust resources, and a large seven acre campus.



❖ School Calendar and Schedule

EOTB operates a hybrid instructional model that blends home-based learning and in-person experiential activities.

- Home-Based Days: Monday–Thursday, where Learners learn at home using teacher-supported digital tools and print-based curriculum aligned to State Standards.
 - Home Learning Hours: Flexible schedule (minimum 240 minutes per day documented by family log and Home Learning Coach certification).
- In-Person Fridays: Learners attend structured, project-based learning sessions at the Olive Drive facility.
 - In-Person Hours (Fridays): 8:30 AM – 2:30 PM, including academic workshops, lunch, and enrichment activities.

Parents act as Learning Partners under supervision of a credentialed teacher. Weekly check-ins verify academic progress and attendance compliance.

The total number of instructional minutes will meet or exceed Education Code Section 46201(a) requirements:

- TK–K = 36,000 minutes annually
- Grades 1–3 = 50,400 minutes annually
- Grades 4–8 = 54,000 minutes annually

The academic calendar will consist of 180 instructional days, barring emergency closures, following the general timeline of the local districts to ensure community alignment and facilitate shared services when necessary.

❖ **A Local Response to a Local Need**

How Life Skills Would be Unique to and also Benefit Learners in Kern County:

Life skills are essential for Learners in Kern County to navigate the complexities of adulthood successfully. By integrating life skills into the enrichment program, Education Outside the Box aims to equip Learners with the knowledge and tools needed to thrive in the real world. This approach not only enhances academic performance but also prepares Learners for the challenges and opportunities that lie ahead. Life skills are woven into the survival skills programs, project-based learning (“PBL”), synergistic impact, and service learning, as described below.

1. Survival Skills Education

Survival skills programs in schools emphasize hands-on, experiential learning in outdoor or controlled real-world scenarios. Research and practice in comparable programs highlight the following positive effects:

- **Critical Thinking and Problem-Solving:** Learners confront real-time challenges such as building shelters, navigating, or prioritizing scarce resources, which strengthens their ability to quickly analyze risks and evaluate solutions.
- **Strategic Planning and Adaptability:** Planning for contingencies during survival exercises develops the ability to anticipate multiple outcomes and adjust plans dynamically.
- **Leadership and Teamwork:** Group survival tasks cultivate leadership roles naturally and enhance collaboration, communication, and mutual trust among Learners.
- **Confidence and Self-Reliance:** Mastering practical skills in challenging conditions promotes resilience, perseverance, and self-efficacy, which translate into greater engagement in academic tasks.
- **Environmental Awareness:** Hands-on interaction with natural ecosystems deepens understanding of ecological interrelationships and fosters sustainable practices.

- **Well-Being:** Activities that integrate physical exercise and mental challenges support health, reduce anxiety, and foster personal responsibility.

Overall, survival skills programs enable Learners to internalize learning by connecting classroom concepts (physics, mathematics, biology) to tangible, meaningful applications.

2. Project-Based Learning

PBL aligns closely with 21st-century educational goals by engaging Learners in extended, real-world projects. Meta-analyses and local implementation insights suggest the following benefits:

- **Academic Achievement:** Learners consistently demonstrate improved knowledge retention, higher-order thinking, and achievement in subjects such as Science, Technology, Engineering, and Mathematics ("STEM"), literacy, and social sciences
- **Motivation and Engagement:** Real-world relevance and problem-driven tasks increase intrinsic motivation, task value perception, and active participation.
- **Collaboration and Communication:** PBL promotes teamwork and interpersonal communication, essential skills for both academic success and future workplace contexts
- **Creativity and Innovation:** Learners are encouraged to generate novel solutions and synthesize interdisciplinary knowledge during PBL assignments.
- **Ownership and Purpose:** Impactful projects allow Learners to see tangible results of their work, fostering a sense of agency and commitment to learning.
- **Future-Ready Skills:** Learners enhance problem-solving, critical thinking, and decision-making skills, which are transferable to careers and real-life challenges

3. Synergistic Impact in Kern County

At Education Outside the Box, educational initiatives will demonstrate the benefits of integrating hands-on and project-centered methodologies within community schools:

- **Expanded Learning Opportunities:** Both survival skills and PBL provide enriched, out-of-classroom learning that complements academic studies and addresses social and emotional development.
- **Collaborative Leadership and Support:** Dedicated staff and community partnerships enhance guidance and sustainability, ensuring these programs meet Learners' diverse needs.
- **Reduction in Chronic Absence and Improved Outcomes:** Evidence shows that communities implementing innovative, hands-on learning models see measurable gains in literacy and STEM achievement while increasing Learners' engagement and well-being.

4. Service Projects and Field Trips

Service projects and field trips reinforce classroom learning by allowing Learners to apply concepts in authentic contexts. For example, a science field trip to a nature reserve helps Learners observe ecosystems firsthand, making theoretical knowledge more tangible. Similarly, participating in a community service project broadens understanding of social studies, economics, or public health concepts, fostering critical thinking and problem-solving skills. EOTB will enhance Learners' learning by promoting real-world experience, social skills, civic engagement, and personal growth in the following areas:

- **Social and Interpersonal Development:** Both activities enhance collaboration and communication skills. Field trips often involve group tasks that require teamwork, negotiation, and conflict resolution, while service projects engage Learners with peers and community members, encouraging empathy, active listening, and cultural awareness. Exposure to diverse environments and social situations nurtures networks and social competence that benefit lifelong interactions.
- **Civic Engagement and Ethical Awareness:** Service-learning projects cultivate civic responsibility by connecting Learners to real community needs. Learners develop a greater appreciation for volunteerism, social justice, and collective action, often inspiring ongoing engagement with community issues. These experiences help Learners understand the impact of their actions and foster ethical decision-making.
- **Personal Growth and Motivation:** Participating in field trips or service projects can boost self-confidence and resilience. Learners encounter new challenges, step out of their comfort zones, and adapt to unfamiliar environments, which builds problem-solving capacity and independence. Such experiences also often spark curiosity, motivation, and a sense of accomplishment when Learners contribute meaningfully to a project or explore a new learning environment.
- **Broader Educational Outcomes:** Learners benefit from interdisciplinary learning since these activities integrate multiple subjects and skill sets. Service projects link practical application with empathy and social awareness, while field trips contextualize learning with sensory and historical experiences. This holistic approach contributes to well-rounded educational development, readiness for higher education, and future career skills.

Collaborations for Service Learning

Service learning connects classroom lessons with civic engagement. EOTB will coordinate with:

- **Kern County Parks Department:** maintenance or beautification projects linking environmental science with community service.
- **Habitat for Humanity:** age-appropriate volunteering opportunities teaching teamwork and compassion.

The annual Families in Action Week will showcase student volunteer initiatives across Bakersfield, reinforcing gratitude, empathy, and citizenship.

Overall, service projects and field trips support cognitive, social, and emotional growth, nurturing Learners to become academically proficient, socially engaged, and personally confident. By combining survival skills training with project-based learning, incorporating service projects and field trips, EOTB will cultivate well-rounded, resilient, and motivated Learners. Learners not only develop academic and cognitive competencies but also essential life skills, including problem-solving under pressure, teamwork, adaptability, self-reliance, and environmental stewardship. These approaches together prepare Learners to thrive in both educational settings and future personal and professional challenges. They also make EOTB unique to Kern County in offering a variety of skill sets that are irreplaceable to Learners.

❖ Providing Education Opportunities for Those in Need

Kern County continues to have a remarkably high number of socioeconomically disadvantaged

Learners in our schools. Our goal is to provide socioeconomically disadvantaged Learners and families robust and supportive learning options. Poverty is still a powerful variable overall, therefore, partnering with the whole family for learning in a systematic way has the power to socially influence and create positive change dynamics. Schools that provide a strong hands-on exploratory learning with academically rich context for instruction, while supporting the family as partners in education, can succeed in ensuring ALL Learners achieve at high levels, regardless of their socioeconomic background.

The underrepresentation of low-income Learners within gifted programming nationally points back to the ways in which poverty can disadvantage and mask ability. The California Association for the Gifted explains:

Underrepresentation of gifted children from poverty crosses all ethnic and cultural groups. It has been found to be easier to identify gifted Learners from middle-class homes, regardless of their racial or cultural group, than to identify giftedness of individuals living in homes in poverty. Poverty is not just about money. The culture of poverty involves the extent to which an individual does without resources, not only financial resources but emotional, intellectual, and physical resources; relationships and role models; and innumerable external support systems.” (CAG Position Paper 17, 2007). “Children living in poverty are not typically offered trips to the museum, aquariums, or concerts. They seldom are given special art classes, private music lessons, or other opportunities that are out of the family’s economic reach. The possible gifts and talents of such children may not be realized. Once inhibited, such abilities will not become evident regardless of the type of testing or assessment used to find them. At home and at school, early intervention, stimulating environments, and enriched educational experiences are essential and provide our best hope. (CAG Position Paper 7, 2007).

Education Outside the Box intends to provide these opportunities for socioeconomically disadvantaged Learners.

❖ Exploratory Hands-on Learning

Consider the rapidly changing world we live in. To thrive in the future, Learners will need to be adaptable and flexible. They will need to be prepared to face situations that they have never seen before. Design Thinking with Project Based Learning is one of the best tools we can give our Learners to ensure they:

- Have creative confidence in their abilities to adapt and respond to new challenges
- Are able to identify and develop innovative, creative solutions to problems they and others encounter
- Develop as optimistic, empathetic and active members of society who can contribute to solving the complex challenges the world faces

The benefits to PBL are many and varied. These projects will be academically rigorous, inspiring, and highly motivating for Learners. Projects facilitate the development of self-regulating habits, effective time management, and study skills. Projects allow for individualized pacing and acceleration, and the joy of following one’s own questions to the

satisfaction of their answers. They promote pride in work, creativity, and critical thinking. Project-based learning will not only encourage meaning-making, but it will also prepare Learners for the rapidly-changing world they will experience after EOTB by giving them the chance to consider and understand the curriculum from a different perspective, and develop a greater conceptual sense for the context of the content. PBL fosters the necessary critical thinking skills for EOTB Learners to navigate the complexity of our world's challenges beyond their years at our school. It requires Learners to make connections and situate ideas, which requires constant recall, reuse, transfer, and contextualization, and application of information. These tasks are brain-compatible and likely to yield not only better retention, but also higher-level thinking skills.

❖ Parents as Learning Partners

We believe the best way to educate a child is by partnering with the parents to create a seamless transition between home and school. The younger a child, the more crucial it is to have the parent take part in educating the child, as they know their child best. As a homeschool, parent partnering is a key component of our school's success. Enlisting parents as our partners ensures the unique information and insight that parents/guardians have about their children can be shared and together the Charter School and parent will develop a personalized program of study.

As children age, it is important to include a gradual release to independence approach in learning. The older the child, the more responsibility the child should have to navigate their learning. "What the best and wisest parent wants for his child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy." (Dewey, 1916). Parents aim to rear their children to become independent adults. Similarly, EOTB's philosophy and practices are designed to engage the development of independent thinking and learning within our Learners. Life-long Learners are necessarily independent Learners. We believe the best way to develop independence in Learners is to provide them with a variety of lesson types/structures. Over-reliance on any one lesson type, particularly "explicit, direct instruction" promotes reinforcement of deductive reasoning and expectation of learning to come from an external source. EOTB Home Learning Coaches are equipped through professional development to be curriculum designers and lesson-planners so they can provide a variety of learning experiences to foster growth and the development of a wide range of thinking skills.

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

EOTB's Learner Outcomes reflect what we believe to be the skills, abilities, dispositions, and attitudes our Learners will need to succeed in our rapidly changing world.

Policy

In order to identify EOTB's Learner Outcomes, the team started by describing the conditions of the world and nation our Learners will inherit:

- Information (both credible and false) is ubiquitous, easily accessible, and growing exponentially

- As more worldly demands and complexity are added to family dynamics, the lines between school and home responsibilities are more intertwined
- Democracy depends on a thoughtful citizenry and capitalism requires a diversity of talent
- The world's problems are increasingly complex and will require divergent and creative thinking coupled with concise language skills and cooperative problem-solving
- The job market increasingly requires higher levels of skill and intellectual agility in a "knowledge economy"
- The college and career options are vast and Learners should have broadened experience and enrich TK-8 to guide personal interests and fortitude to meet the demands expected when they graduate.

Aware of these 21st century conditions, the team next considered what skills, abilities, and dispositions Learners would need in order to be prepared and empowered in such a world.

Education Outside the Box believes that 21st century citizens must have global awareness and a solid understanding of core competencies across disciplines. Learners must be able to transfer understanding across disciplines, contexts, cultures, and languages, and keep up with changing technologies. Learners must have a keen understanding of language and be adept written and verbal communicators. Learners must be able to work productively and cooperatively in a diverse and dynamic environment, and they must have a general respect and awareness of self and others to be able to consider multiple perspectives and develop empathy. In addition, Learners must have a keen sense of awareness, focus and attention, and a social and moral awareness to succeed in high school, college, leadership and life. They must begin to see the interconnectedness of knowledge, and have a chance to develop the ability to analyze and solve problems using various sources. Additionally, Learners must have an opportunity to develop self and cultural awareness with a sense of environmental responsibility.

Finally, from these considerations, EOTB developed the concise list of five Learner Outcomes (below) in order to identify the "portrait of EOTB graduates," which describes the attributes of Learners who are appropriately educated for success in the 21st century.

❖ **Learner Outcomes**

EOTB Learner Outcomes for ALL Learners are:

- **Effective Problem Solvers:** Who learn by doing and exploring to develop interests towards career and college readiness.
- **Resilient and Determined Critical Thinkers:** Who employ logic and scientific method and look at issues from multiple perspectives while enjoying the journey.
- **Intellectual Communicators:** Who can read, write, speak, and listen effectively for a variety of purposes and audiences.
- **Self-reflective Learners for Life:** Who understand how they learn and how to utilize a variety of skills and resources to obtain their individual goals.
- **Excellent, Kind Humans:** Who understand the value of their many roles within the community and who use their skills and knowledge to participate to positively impact the world around them.

These Learner Outcomes serve as the long-term aims of our school and describe the intended impact of the Charter School on each individual Learner. EOTB believes the proper role of the school today is to facilitate the development of these Learner Outcomes in order to help Learners prepare for the challenges and opportunities of the 21st century.

❖ The TK-8 Learning Environment

Education Outside the Box has adopted the TK-8 structure because of its many well-researched academic, character building, and social benefits. Studies show that Learners in TK-8 schools have “higher academic achievement as measured by both grade point averages and standardized test scores, especially in math. These Learners also participate more in extracurricular activities, demonstrate greater leadership skills, and [are] less likely to be bullied than those following the elementary/middle school track.” (Yecke, 2006). Additionally, TK-8 structures create more stability for Learners at a time when they are going through the changes associated with young adolescence, and research indicates 7th and 8th grade Learners from TK-8 schools have more positive views and confidence in their academic abilities than their peers attending middle school programs (Jacobson, 2017).

❖ Differentiation for Learner Diversity

To the extent possible, EOTB aims to provide personalized, Learner-responsive teaching that keeps Learners continually challenged with the right amount of support. In the following, “teacher” refers to both the Home Learning Coach and the Learning Partner, depending on when and where instruction is taking place. Research suggests that effective differentiation:

- 1) Is proactive rather than reactive. Teachers plan multiple routes for Learners to succeed rather than adapting one-size-fits-all lesson plans when it becomes evident the lessons are not working.
- 2) Uses small, flexible learning groups for instruction. Teachers plan to meet with various groupings of Learners based on a variety of needs throughout a learning cycle.
- 3) Uses a variety of materials to address Learner needs, including materials at a range of reading levels and materials that address various learning modalities.
- 4) Uses flexible pacing to address Learner variance. In these classrooms, teachers do not assume that a good day is one in which every Learner begins and ends a task at the same time.
- 5) Is knowledge-centered. Lessons are based on the teacher’s clear understanding of what is essential in the study unit, and the teacher helps each Learner build his or her own demonstrations of understanding and skill, encompassing the essentials.
- 6) Is Learner-centered. Teachers systematically study Learner traits to understand what each Learner brings to the task, what each Learner needs to succeed with the task, and what the Learner needs to support his or her success. (Tomlinson, 2005)

A school that emphasizes differentiation for Learner diversity creates opportunities for

meaningful, authentic, and varied differentiation to occur in the context of open-ended exploration, framed by standards-based learning objectives, and measured by well-chosen/valid assessments. When effective differentiation studies are well-designed, all Learners can be supported with work at a suitable level of challenge.

❖ Individualized Learning Plan for All

In order to facilitate a degree of personalization for all pupils, EOTB will begin each year by planning “personalized learning plans” (“PLP”) for each Learner. In addition to instructional units and lesson planning, this will ensure instruction is responsive to Learner ability. In these ILPs, educational coordinators and parents set individualized goals for Learners in academic subject areas, character building, and growth. ILP’s indicate 1-2 personalized goals in order to coordinate home and school efforts toward maximum Learner growth. ILP goals will be based on Learners’ demonstrated performance and behaviors, as well as parent input. Progress toward individual learning plan goals will be reported in Report Cards and discussed at parent-teacher conferences. New ILPs will be developed for each Learner annually.

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

❖ Enriched Curriculum

EOTB Learners will enjoy a broad course of study, an enriched curriculum that offers every Learner both an opportunity to excel and an opportunity to experience supported challenges in their zone of proximal development, academically and socially. Within this context, this section highlights additional distinct and important ways EOTB *further* enhances the curriculum to achieve its “Transformative Teaching,” providing an enriched curriculum:

Service Learning: To help our Learners embody gathering, growing, and giving, and encouraging Learners to *participate to positively impact the world around them*, EOTB Learners will participate in a minimum of (3) service learning projects each academic year. Learners will identify local areas of need and work together to improve their community through collaborative service learning projects, which will often relate to the long-term thematic units in which the service projects are situated since EOTB Learners use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

The process includes researching areas of need or helpful agencies, and then planning and executing work toward alleviating the need or helping the worthy cause. Learners will mobilize their resources of intellect, compassion, and altruistic action to better the world they live in while learning about the power of proactive empathy. EOTB encourages Learners to be caring members of the community who demonstrate a commitment to service—making a positive difference in the lives of others. Additionally, working together toward a common goal reinforces a culture of cooperation, builds character and relationships, and demonstrates the value of synergy, that we are more than a sum of parts.

Each family will be given the choice to select from three unique educational pathways, which may include: a Classical Education, the Charlotte Mason approach, or an Eclectic curriculum package. Samples of each are shown below:

Option 1: Classical Education Sample - Discover

- Discover delivers a fully integrated curriculum in math, language arts, science, and social studies, weaving academic learning with meaningful, real-world application. Its scenario-based, student-centered design helps learners see how classroom concepts connect to everyday experiences, making learning purposeful and engaging.
- The program places strong emphasis on character development. Students are guided to become aware of their communities, confident in their abilities, and supportive collaborators. Built-in activities nurture social and emotional growth, giving learners opportunities to practice empathy, teamwork, and clear communication. Instructor-led discussions and interactive lesson enhancements deepen self-reflection and help students better understand the perspectives of others.
- By intentionally cultivating these life skills, Discover supports the development of compassionate, responsible, and community-minded individuals who contribute positively to the world around them. Scenario-based learning is central to the program's approach. Through realistic situations, students strengthen problem-solving abilities, improve retention, and build creativity and adaptability.
- The curriculum also reinforces key ideas through engaging practice and purposeful repetition, ensuring learners can process, apply, and retain new knowledge with confidence.
- Discover encourages students to think critically—asking questions, analyzing information, and applying concepts across contexts. This focus on critical thinking equips them with the analytical skills needed to navigate an increasingly complex and dynamic world. (sample below)

Discover meets state standards by aligning its curriculum to the academic expectations required across states and national frameworks, ensuring rigor while maintaining flexibility and engagement. The program is intentionally structured so schools can demonstrate compliance without sacrificing creativity or student-centered learning.



BookShark has been implemented in 154 Charter Schools and is currently in 40 different countries. Its literature-based homeschool curriculum:

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- A large collection of colorful children's books and educational materials, including storybooks, science books, and activity books, arranged in a pile. The books feature various illustrations and titles, such as 'Time Traveler', 'The Story of the Earth', and 'The Story of the Universe'. There are also some activity books and a small clock.

Option 3: An Eclectic Curriculum Package Sample

The eclectic curriculum package is designed for the family who desires to teach multiple aged children simultaneously. It allows subjects like Social Studies, Science, and even some Language Arts to be combined, with lessons given together, but assignments split by age group and appropriateness.

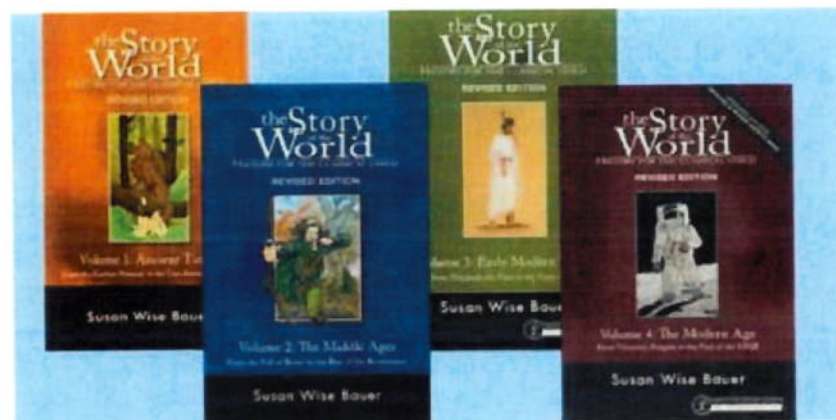
Examples of this would be:

History - Story of the World

Science - Next Generation Science Standards

Language Arts - Ruby Reads Books

The Story of the World is an engaging, award-winning series that has inspired students to fall in love with history for more than twenty years. Designed for both early and middle-grade learners, this four-volume collection guides children through the full sweep of human history—across civilizations, cultures, and eras—giving them the essential background knowledge they need to make sense of the past. Each volume can be expanded into a complete year of history and geography study with the companion Activity Book, transforming the narrative into a hands-on, immersive curriculum. (sample below)



Additionally, the eclectic curriculum package will include components that are taught separately, for both Math and Language Arts.

Examples of this would be:

Math - Teaching Textbooks and Math-U-See (manipulatives based curriculum)

Language Arts - Institute for Excellence in Writing (IEW)

IEW is a robust writing curriculum designed to equip teachers and teaching parents with methods and materials which will aid them in training their students to become confident and competent communicators and thinkers. IEW methods have been proven to be effective for students of all ages and levels of ability, including those who are gifted, have special needs, or are English language learners. IEW's approach builds both organizational skills and writing style. Through nine structural models—ranging from note making and writing from notes to formal essays and critiques—students learn a clear, step-by-step process for organizing their

ideas. IEW's stylistic techniques, including strong verbs, quality adjectives, and varied sentence openers, help students gradually develop richer vocabulary, more varied sentence structures, and more polished, confident writing. (sample below)



❖ Collaboration, Cooperation, and Social Learning

Learner collaboration in the classroom is an important part of preparing today's Learners for the demands of college and careers in the 21st century. The development of high-level thinking skills is the foundation of future success for our 21st century Learners. The collaborative experience provides Learners with more than simply a novel way to learn academic content; it provides opportunities for Learners to develop critical thinking, social, organizational, and communication skills. Working collaboratively allows Learners to grapple with more complex problems in greater depth than they could while working alone, and provides the opportunity for Learners to achieve deeper understanding through the processes of discussion and reflection. Learners share and learn from diverse perspectives and begin to challenge their own assumptions. Doors open to immense learning possibilities as Learners acquire the ability to examine a topic from multiple perspectives.

Within our largely cooperative, school culture of academic excellence, Learners are not only held to high standards, but are also taught with methods that cause them to become more curious about the content they are studying. Cooperative learning experiences inspire excitement for learning and academic enthusiasm, and this is a key to continued success. While developing life-skills and delving deep into complex topics, Learners are also having fun and discovering the joy and the reward of learning. EOTB understands that nurturing a love of

learning and inspiring Learner curiosity is the key to developing momentum for Learner progress and growth. We provide ample cooperative learning opportunities for Learners through weekly enrichment opportunities.

Research into social learning reveals when Learners observe a peer-model performing a behavior and receiving praise, recognition, or reinforcement for that behavior, this provides a model that they are likely to want to emulate (Bandura, 1986). In EOTB classrooms, we will offer multi-age grouping for some enrichment as it helps build a cohesive learning environment where peers work successfully together. Collaborative, social learning extends beyond the Learner experience to include EOTB staff, as well. Staff will work together in a cooperative spirit to share best practices, share research and ideas, evaluate Learner performance data, and communicate honestly to problem-solve and continually improve our school.

❖ How Learning Best Occurs

In order to be prepared to be successful and compete in the future, Learners must acquire productive habits of mind, including effective critical thinking and problem solving skills, in addition to meeting rigorous academic expectations. We will prepare our Learners for success in the 21st century by providing educational opportunities based on the following research-based pedagogical principles.

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

A review of research and published literature on school effectiveness reveals that the following educational best practices foster a maximally conducive environment for learning:

Small Learning Community and Parent and Community Involvement: Learners are successful when they are supported by caring adults and when school and home function as partners to set high expectations for Learner behavior and achievement (Brandt, 1989; Gaitan, 1990). EOTB intends to continue a small school environment that values community and where every Learner is known; likewise, EOTB will focus on collaboration, relationships, individualized learning, community, and parent partnership.

Parents as Learning Partners: Studies show that children learn best when the significant adults in their lives are involved in the learning process. Rosenthal shares, "Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support of the community are essential." As our society is so complex, the traditional school model designed to promote industrial workers is failing our families. In this old model when children struggle the parents blame teachers and teachers blame the

parents. The best way to address this challenge is to promote school models that include parents as an integral part of the learning process. Parents should feel like partners in establishing values, goals, relationships, and intellectual development. In our program the parent is valued as a key partner in the educational process, and the program is designed to support them based on their level of expertise and comfort. The core program is developed to ensure parents receive professional development, rich resources, a content expert at their hands, and tutoring, while modeling good instructional practices for the parent. The design of the EOTB model is to give new and busy parents a structure from which to pull the best teaching practices for their in-home family instruction. There should be a free flow of support, guidance, and resources for both the child and the parent.

High Expectations and a State Standards-Based Curriculum: To adequately prepare Learners for academic success as measured by state indicators, our Learners will be fully immersed in State Standards, including the adopted instructional materials, and use of aligned assessments (Ainsworth, 2003). We believe that all Learners should be expected to meet high standards for achievement. Similarly, all Learners should be supported in their learning with an individualized approach as we know they ‘learn in their way and in their time’. To help all Learners meet high expectations, EOTB will clearly communicate expectations, provide appropriate, individualized support for Learners to achieve goals, and provide meaningful opportunities for Learners to demonstrate their successes in both traditional and non-traditional methods. Learners learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and interpret them (Doll, 1993; Bruner, 1966; Cole & Vygotsky, 1978; Wiggins & McTighe, 2005). All Learners will be offered challenging work which requires deep engagement and critical thinking. For struggling Learners, education coordinators and parents will find creative ways to teach and intervene to scaffold their success. Effective and consistent communication of high expectation helps Learners develop a healthy self-concept (Rist, 1971.) and intrinsic motivation.

Collaborative and Social Learning: EOTB Learners will have the opportunity to work together in a variety of diverse groupings to enhance their learning (Bandura, 1986). Within the inquiry-based and thematic, transdisciplinary units, Learners will make connections across disciplines and real-life contexts in preparation for high school, college, and careers. EOTB seeks to engage children’s natural curiosities, integrate subjects in practical and meaningful ways, and help Learners define their own inquiries through interaction with one another (Freire, 1970.) Cooperative learning activities tap the social power of learning, especially for children learning a second language. Learning is socially constructed; Learners working together collaboratively in a variety of different groupings maximizes learning for all Learners regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Slavin, 1983; Vygotsky, 1978).

Relevant and Engaging, Developmentally-Appropriate Instruction: Schooling should match its activities to the developmental level of children and teachers must “hook” Learners when core content does not naturally pique Learner interest (Bruner, 1966 & 1996; Piaget 1969; Wiggins & McTighe, 2005). Ample opportunities for Learners to look

back, to reflect, and to debrief about both what they know and don't yet know must be provided (Dewey, 2004; Doll, 1993; Freire, 1996). Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying subparts, isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005). Learner engagement is enhanced when Learners find more relevance in their work and when they understand the "real world" connections of their learning. If what Learners "know and believe is not engaged, Learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers (parents and education coordinators) must understand what Learners are thinking and how to connect with their prior knowledge if they are to ensure real learning." (Darling-Hammond, 2008). EOTB Education Specialist will utilize constructivist teaching methods including authentic assessment practices, and everyday connections to help learning become more relevant for Learners. "Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally" (Dewey, 1938).

Design Thinking, Hands-on Learning: As project-based learning and hands-on learning has developed, the refined version that most aligns to real world practices is now "design thinking." As the world is rapidly changing our children will need to develop a skill set that is adaptable and flexible. They will need to develop critical thinking and apply it to an ever changing landscape. Mandi Dimitriadis from Makers Empire shares her take on a Design thinking utilized by engineers and many other career professionals. She shares, "Design Thinking asks us to:

1. Develop empathy and understand the needs of the people we are designing solutions for.
2. Define problems and opportunities for designing solutions
3. Generate and visualize creative ideas.
4. Develop prototypes.
5. Test solutions and seek feedback.

Design Thinking is one of the best tools we can give our Learners to ensure they have creative confidence in their abilities to adapt and respond to new challenges, are able to identify and develop innovative, creative solutions to problems they and others encounter, and develop as optimistic, empathetic, and active members of society who can contribute to solving the complex challenges the world faces.

Multi-Age Enrichment Opportunities

Borrowing from Montessori and Waldorf methods, some enrichment classes are structured to group learning in a multi-age group which aligns to our core philosophical belief that learning should be Learner centered and that this model is a highly effective way to educate. It marks a departure from the traditional age-grade lock step system that the vast majority of American schools have implemented since 1843. All children, even

children of the same age, are different in their development and needs; that children construct their own knowledge in their own way; that learning should be child centered, not curriculum-centered; and that education is a process, not a product (Piaget, 1976, Piaget and Inhelder, 1969). Multi-age classrooms also promote social learning-- children learning from each other. (Vygotsky, 1978) (Stone, 1997).

Individualized Development: EOTB will facilitate individualized learning for all Learners by incorporating individual backgrounds and cultural experiences, using differentiated instructional methodologies, and allowing Learners to learn at their own pace. Tomlinson (1999, 2001, 2003, 2008) states that differentiated instruction may be conceptualized as a teacher's response to the diverse learning needs of a Learner. EOTB Education Specialists and parents will adjust learning experiences to suit the most effective modalities of Learners, and will identify Learners' strengths and areas for growth to build from Learners' strengths, and provide appropriate interventions. Offering Learners a variety and choice in their work motivates Learners to learn by making them partners in their own learning. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse Learners in classrooms (Tomlinson, 2001). "If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good." (Gardner, 2006). EOTB pairs these learning philosophies with positive, restorative behavioral management/Learner discipline system within a school community that celebrates diversity and values strong thinking and deep understanding. EOTB will prepare its Learners to be responsible global citizens, ready to take on the challenges and opportunities of the 21st century.

Technology

Chromebooks or equivalent devices will be procured and maintained for every Learner, ensuring equitable access.

- A. **Data and Privacy Protection:** EOTB prioritizes the confidentiality of all digital and paper-based information. Systems will comply with FERPA and California's Student Online Personal Information Protection Act.
- B. **Security measures** include encrypted databases, automatic backup systems, annual cybersecurity audits, and staff training on secure communication. When sharing data with third-party vendors, contracts explicitly prohibit sale or misuse of information.
- C. **Technology Services and Digital Infrastructure:** Every EOTB Learner receives access to a Chromebook or equivalent device. The IT Department maintains a helpdesk system assisting families with connectivity, device troubleshooting, and platform training.
- D. **Internet filtering and digital-citizenship lessons** promote safe online behavior in compliance with the Children's Internet Protection Act. Quarterly reviews of usage and security settings ensure ongoing compliance.

English Learners

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School will abide by state-approved reclassification criteria and procedures

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms).

English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

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

Both the ELPAC SA and IA assessments are administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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

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

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

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

Reclassification Procedures

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

- Assessment of language proficiency using the ELPAC - an objective assessment instrument.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

EOTB will provide a comprehensive, research-based English Learner (EL) program by combining legal compliance, sound instructional design, and targeted support services, while leveraging its flexibility and community ties.

1. Meet Legal and Accountability Requirements

EOTB will timely identify EL students through screening and assessment, provide an effective English language acquisition program, and give students meaningful access to the academic curriculum. In order to best meet student needs, our program will be reviewed and adjusted regularly based on student progress.

2. Using an Evidence-Based EL Instruction Model

EOTB will select from proven models and the choice will consider matching student needs, available staff, and community resources:

- Structured English Immersion or Content-Based ESL/ELD for English development alongside academic content
- Two-Way Immersion or Transitional Bilingual programs to leverage home language skills
- Sheltered Instruction to integrate language support into all subjects

3. Integrate Language and Content Instruction

EL instruction should not be limited to English classes. Content areas (math, science, social studies) must be taught with scaffolded language support so students develop both subject knowledge and English proficiency. This can be done through:

- Dual-language lessons
- Visual supports and graphic organizers
- Scaffolding reading and writing tasks

4. Provide Qualified Staff and Support Services by:

- Training existing staff in EL pedagogy
- Partnering with EL specialists for professional development
- Using community volunteers or tutors under supervision

5. Use Data to Guide Instruction

Regular assessments track EL progress in both language and content, allowing EOTB to adjust services as needed. This data informs reclassification decisions and program modifications.

6. Engage Families and the Community

Because we are a home-based school, EOTB has the ability to build strong family and community partnerships to support EL students' learning at home, provide cultural relevance, and ensure continuity of services.

7. Ensure Program Evaluation and Improvement

Annual review of EL program effectiveness, including student outcomes, teacher feedback, and family input, will ensure the program is both responsive and effective.

Monitoring and Evaluation of Program Effectiveness

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

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

Serving EL Students with Disabilities

The Charter School will identify and determine support for dually identified students – English Learners who have an IEP. The Charter School will administer assessments as appropriate to student need and that eligible pupils will be provided instructional support and resources documents in student IEPs.

Students with Disabilities

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a “school of the County” for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation.

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

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Ohana Student Services will be our provider for virtual services. This virtual service provider will assist with speech and language therapy, occupational therapy, counseling, nursing support, school psychology

services, special education academic instruction, Orton-Gillingham Intervention Services, Assistive Technology, IEP Compliance Support & Trainings and Case Management Support, as needed.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the County. A copy of the MOU shall be presented to the County upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating

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

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

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

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

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall

provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Independent Study Legal Compliance

The Charter School complies with all provisions of Education Code Section 51744, et seq. and all implementing regulations. Students are expected to maintain regular check-ins with their teacher

through in-person or online interactions, work completion, or phone conference as set forth in Education Code Section 51747(e). Students will be supervised by an appropriately credentialed teacher per Education Code Section 51747.5(a). The Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher per Education Code Section 51747.5(b)(1), and students' daily engagement. The K-12 public school guidelines for independent study will be evident in the annual audit per Education Code Section 47612.5(b). The Charter School will meet the requirement related to the ratio of ADA to full-time equivalent ("FTE") certificated employees as prescribed under Education Code Section 51745.6(a)(1).

The Independent Study Policy minimally addresses the maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work. The IS Policy includes the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study or whether they should return to a regular school program.

The IS policy includes a description of how the required Written Agreement will be processed and maintained. The Written Agreement minimally includes the manner, time, frequency and place for submitting a pupil's assignments and reporting progress; the objectives and methods of study for the pupil's work and the methods utilized to evaluate the work; the specific resources that are made available to pupils; the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed; the duration of the IS agreement; a statement of the number of course credits or academic accomplishment to be earned upon completion. The Written Agreement will include a statement that independent study is an optional educational alternative in which no pupil may be required to participate.

The Charter School shall maintain contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant. These records shall be made available for audit and inspection.

Special education Learners may not participate in independent study unless it is specified as an instructional method in their individualized education program. Education Code Section 51745(c) Independent study charter schools must enroll all Learners who meet the enrollment requirements set in their charter. For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP.

Learners in independent study need to have the ability to work independently and schools typically assess an applicant's likelihood of success in independent study. Education Code Section 51746(b)(1); SCCR 11700(d)(1)(B)

Goals and Actions in the State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all

pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Element 2: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established below reasonably comprehensive descriptions of the goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. These metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula. Subgroups will include English Learners, students with disabilities and socioeconomically disadvantaged students.

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessment throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary shall not be considered a material revision to the charter, and it shall be maintained by the Charter School at the school site..

Our instructional program will emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering Learners authentic opportunities to connect their learning to the world around them and to include the parent in the learning process.

Priority 1. Access to Standards-aligned Instructional Materials:

Goal: Ensure that all Learners have access to instructional materials that align with the State Standards.

Actions to Achieve Goal: Instructional materials purchased will be aligned to State Standards per the charter petition.

Measurable Outcome: 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.

Method of Measurement: The Executive Director of Education will annually review curriculum and instructional resources using California State Standards alignment documentation. Evidence will include curriculum maps, publisher alignment reports, purchase records, inventory logs, and student access records. Success will be measured by documentation demonstrating that 100% of enrolled students have access to standards-aligned instructional materials each school year. Findings will be reported to the governing board as part of the school's annual accountability review.

Priority 2. Implementation of Academic Content and Performance Standards:

Goal: Implement the state's academic content and performance standards for all pupils, including English Learners.

Actions to Achieve Goal: Learners will experience a broad course of study with learning outcomes aligned to the State Standards, in the following content areas: English Language Arts, Mathematics, Social Studies, Science, Visual/Performing Arts, and Physical Fitness. All Learners at EOTB, including Learners who have special needs, Learners who are English Learners, and/or Learners who are socioeconomically disadvantaged will be expected to meet these outcomes. They may be provided with additional support and/or accommodations as needed and/or legally required according to each Learner's Individualized Education Program. To ensure that Learners have the resources and support they need, and Home Learning Coaches are fully prepared to deliver the program, EOTB will:

- Use instructional materials aligned to State Standards in all grades
- Provide professional development for staff on State Standards, assessments, curricula and instructional practices
- Provide pull-out and push-in support for Learners below grade level, in all grades;
- Assign writing tasks aligned with CCSS in English
- Use a variety of formative and summative assessments to track Learner progress and modify instruction as needed
- Provide professional development and support for the Educational Parent

Measurable Outcome: By the end of each school year, at least 80% of students, including English Learners, socioeconomically disadvantaged students, and students with disabilities, will demonstrate proficiency or growth toward proficiency on California State Standards in English Language Arts and Mathematics as measured through standards-aligned benchmark assessments, curriculum-based assessments, and report card standard mastery indicators.

Method of Measurement:

- Curriculum-based formative and summative assessments
- Student work samples CCSS-aligned writing rubrics
- Standard-based report cards and mastery tracking

- CAASPP assessment results (Grades 3-8, when applicable)
- English Learner progress data, including ELPAC results
- Intervention progress monitoring for students receiving academic support

Priority 3. Parent Involvement: Seek parent input and promote participation in decision-making and educational programs for all pupils.

Goal: Parents who enroll their children in EOTB shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education.

Actions to Achieve Goal: Parents will be involved in all facets of their Learner's education including, but not limited to: through the day to day instruction of their Learner, learning plan meetings, and parent/teacher conferences.

Measurable Outcome: 95% of families will complete all required Learning plan meetings and parent-teacher conferences annually, and at least 85% of parents will report that the school effectively supports their role as their child's primary educational partner.

Method of Measurement:

- Learning plan meeting logs
- Conference attendance records
- Signed educational partnership agreements
- Annual parent engagement surveys

Priority 4. Performance on Standardized Tests: Measure Learner performance on standardized tests.

Goal: Proficiency or higher student scoring growth increase on CAASPP statewide assessments.

Measurable Outcome: Our goal is to achieve 5% growth of Learners at every applicable grade level, including all Learner subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

Actions to Achieve Goal: Instruction will incorporate testing strategies in preparation for the CAASPP. EL Learners will receive additional instructional support which includes small group work and will show growth per the ELPAC each academic year.

Method of Measurement:

- Results from CAASPP English Language Arts and Mathematics
- Annual assessment results from ELPAC for English Learners
- Annual analysis of student growth trends and proficiency rates

Priority 5. School Attendance and Dropout Rates: Monitor and improve school attendance rates, chronic absenteeism rates and middle school dropout rates.

Goal: Average Daily Attendance requirement rate to be maintained and goal to improve.

Measurable Outcome: Charter School will provide a safe and engaging learning environment for all its Learners and families, including those of the various subgroups enrolled and will maintain a 95% ADA (average daily attendance) rate.

Actions to Achieve Goal: A key component to this ADA rate is offering an academically engaging learning environment for all Learners, which is the intent of EOTB.

Method of Measurement:

- Monthly and annual ADA reports generated from student attendance records
- Documentation of instructional contact and participation maintained by Home Learning Coaches
- Student work completion records and assignment submission rates
- Student retention and withdrawal data reviewed annually
- Chronic absenteeism reports from the California School Dashboard and local attendance records.
- Quarterly attendance reviews by school administration to identify and support at-risk students and families

Priority 6. Pupil Suspension and Expulsion: Address pupil suspension and expulsion rates and other local measures to promote school connectedness.

Actions to Achieve Goal: Home Learning Coaches will be trained and follow our EOTB expulsion policy and behavior approach. The Executive Director and Director of Business Development and Operations work with Home Learning Coaches and families to manage Learner behavior issues and concerns. Annually, all employees will be trained on the elements of the School Safety Plan pertaining to home based learning. Parents/Guardians and Learners will annually perform emergency preparedness strategies including: Family emergency communication plans, emergency contact information worksheets, home evacuation planning guidance, emergency supply kit recommendations and local emergency alert registration information.

Measurable Outcome: Maintain an annual expulsion rate of 0%, except when required by law. Maintain a suspension rate of less than 1% annually. Resolve 95% of student behavior concerns through parent collaboration, Home Learning Coach support, and intervention strategies without formal disciplinary action. Ensure 100% of parents/guardians receive and acknowledge the Charter School's behavior, suspension, and expulsion policies annually. Ensure 100% of staff complete annual training on behavior support, student safety, and suspension/expulsion procedures.

Method of Measurement:

- Annual review of suspension and expulsion records.
 - Parent-signed acknowledgment forms for receipt of the Parent-Student Handbook and behavior policies.
 - Documentation of Home Learning Coach conferences, intervention plans, and parent meetings.
 - Staff training attendance logs and completion records.
- Incident reports and records of corrective actions taken to address student misconduct.
- Annual review of student and parent participation in safety and emergency preparedness instruction.

Priority 7. Pupil Enrollment in Broad Course of Study: Ensure pupil enrollment in a broad course of study that includes all subject areas as described in the Education Code.

Goal: EOTB Learners, including all Learner subgroups and Learners with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Charter School's Charter. All academic content areas will be available to all Learners, at all grade levels.

Actions to Achieve Goal: EOTB will expand access to all required academic content areas, provide individualized academic guidance, strengthen support for Learners with exceptional needs, and offer professional development to ensure staff understand and implement broad-course-of-study requirements. The school will also monitor enrollment patterns each term and intervene when gaps appear to ensure every Learner is enrolled in a comprehensive academic program.

Measurable Outcome: EOTB will demonstrate progress by ensuring at least 95% of all Learners and 90% of each subgroup enroll in a broad course of study, with 100% of required subjects offered annually. Progress will be verified through master schedule audits, SIS enrollment data, disaggregated subgroup reports, and reviews of IEP/504 access to confirm equitable participation across all content areas.

Method of Measurement:

- **Master Schedule Review** — Annual audit of course offerings to verify availability of all required subject areas.
- **Student Enrollment Data Analysis** — Review of SIS enrollment reports each semester to confirm Learner participation across all content areas.
- **IEP/504 Access Monitoring** — Verification that Learners with exceptional needs are enrolled in the full academic program with appropriate support.
- **Subgroup Enrollment Reports** — Disaggregated data analysis to ensure equitable access for all subgroups.
- **Family & Learner Surveys** — Annual surveys to measure awareness of course offerings and perceived access to a broad course of study.

Priority 8. Pupil Outcomes in Subject Areas:

Goal: The goal for all Learners, including all Learner subgroups and Learners with exceptional needs, will demonstrate grade level proficiency in ELA/Literacy, Mathematics, Social Studies, and Science.

Actions to Achieve Goal: Education Outside the Box's instructional philosophies of exploratory education and constructivism, and its guiding principles promote equal access to the curriculum for all Learners across the achievement continuum. This is essential to the development of the whole person, in meeting the needs of all Learners, including those with various exceptionalities or special learning considerations.

Measurable Outcome: EOTB will demonstrate improved pupil outcomes by increasing the percentage of all Learners—including subgroups and Learners with exceptional needs—who meet or exceed grade-level proficiency in ELA/Literacy, Mathematics, Social Studies, and Science. Progress will be measured through state assessments, internal benchmark assessments, and performance tasks, with annual growth targets set to ensure consistent movement toward full proficiency across all subject areas.

Methods of Measurement:

To maintain high levels of academic and operational accountability, EOTB will implement a tiered framework aligned to the LCAP priorities:

1. Academic Achievement:

Learner success is measured using state assessments (CAASPP ELA and Math and California

Science Test), internal benchmark tests, and performance portfolios that capture both home-based and project-based learning outcomes.

2. Learner Engagement and Attendance:

Attendance will be tracked through a hybrid recording system that documents daily participation in home-based instruction and in-person sessions. The goal is to maintain a minimum 95% overall attendance rate.

3. School Climate and Culture:

Annual surveys assess satisfaction among Learners, families, and staff. Safety drills, social learning evaluations, and incident reporting contribute to a culture of wellbeing.

4. Fiscal Responsibility:

Quarterly budget reports and independent annual audits guarantee fiscal stability.

EOTB will continue to demonstrate growth in performance on average for each year thereafter. EOTB reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter.

Element 3: Methods for Measuring Pupil Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).

- EOTB will provide authentic, rigorous, and diverse assessment opportunities for Learners to communicate and demonstrate their attainment of the outcomes.
- Based on our commitment to serving the whole child, our assessment methods will incorporate opportunities for Learners to demonstrate social and cultural learning, in addition to academic learning. EOTB will use both formal and informal diagnostic evaluations along with continual monitoring of Learner progress through formative and summative assessments. These may at times include performance-based assessments, portfolio reviews, authentic project-based assessments, and standardized assessment tools. These assessments will influence curricular choices and drive instruction providing a basis for scaffolding and differentiated instruction.
- Pre-assessments will assist the Education Coordinator and Parent Educator in capitalizing on each child's capital, activating prior knowledge, and identifying any significant gaps in Learner understanding.
- TK-K outcomes are aligned with the California Preschool Learning Foundation in the areas of Development, Language and Literacy, English-Language Development, and Mathematics.
- Progress is monitored by Home Learning Coach observation and documentation, checklists, Learner work, portfolios, projects, and performance-based assessment.
- As mandated by Education Code 47605.6(b)(2), EOTB will administer annual state-mandated assessments as required under the California Assessment of Student Performance and Progress ("CAASPP") statewide assessment, including but not limited to the Smarter Balanced Assessment Consortium ("SBAC"), California Alternate Assessments ("CAA"), California Science Test ("CAST") in grades five and eight, and the Physical Fitness Test ("PFT"), which shall be given to Learners in grades five and seven.
- Pupils receiving special education services or those with a 504 Plan will be administered. Standardized Summative Assessments with accommodations, modifications, or an alternate assessment, as specified in their IEP or 504 Plan. Accommodations must be documented in the Special Education Information System.
- All Learners who indicate that their home language is any language other than English will be given the ELPAC within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient.

Outcome: Increase the percent of students scoring Met or Exceeded on ELA and Math CAASPP assessments or outperform statewide average

Metric/Method for Measuring: Percent of students scoring within the Level 3: Standard Met and Level 4: Standard Exceeded performance tiers.

<i>Applicable Student Groups</i>	<i>Baseline</i>	<i>2027-28</i>	<i>2028-29</i>	<i>2029-30</i>	<i>2030-31</i>	<i>2031-32</i>
All Students (Schoolwide)	<i>To be determined in 2027-28 school year</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>
Socioecon. Disadv./Low Income Students	<i>To be determined in 2027-28 school year</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>
African American Students	<i>To be determined in 2027-28 school year</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>
Latino	<i>To be determined in 2027-28 school year</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>	<i>Greater than previous year or statewide average</i>

Outcome: School will meet the annual API Growth Target or equivalent

Metric/Method for Measuring: API Growth Target or equivalent

<i>Applicable Student Groups</i>	<i>Baseline</i>	<i>2027-28</i>	<i>2028-29</i>	<i>2029-30</i>	<i>2030-31</i>	<i>2031-32</i>
All Students (Schoolwide)	<i>N/A¹</i>	<i>Meet or Exceed</i>	<i>Meet or Exceed</i>	<i>Meet or Exceed</i>	<i>Meet or Exceed</i>	<i>Meet or Exceed</i>

¹

API was not calculated for the previous school year.

Outcome: Increase the percent of EL students scoring "Level 3" and "Level 4" on the English Language Proficiency Assessment for California ("ELPAC") annual assessment

Metric/Method for Measuring: Percent scoring "Level 3" or "Level 4"

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<i>Applicable Student Groups</i>	<i>Baseline</i>	<i>2027-28</i>	<i>2028-29</i>	<i>2029-30</i>	<i>2030-31</i>	<i>2031-32</i>
All Students (Schoolwide)	<i>Baseline not available²</i>	<i>Previous Year +/-5%</i>	<i>Previous Year +/-5%</i>	<i>Previous Year +/-5%</i>	<i>Previous Year +/-5%</i>	<i>Previous Year +/-5%</i>

2

2022-2023 Data reflects: Statewide in California, 16.5% of English Learners earned the highest overall score of Level 4 on the Summative ELPAC and 33.77% scored Level 3.

Outcome: At least 2 parent activities or events will be held per semester

Metric/Method for Measuring: Number of parent activities

<i>Applicable Student Groups</i>	<i>Baseline</i>	<i>2027-28</i>	<i>2028-29</i>	<i>2029-30</i>	<i>2030-31</i>	<i>2031-32</i>
All Students (Schoolwide)	<i>Met target</i>	<i>At least 2 activities</i>	<i>At least 2 activities</i>	<i>At least 2 activities</i>	<i>At least 2 activities</i>	<i>At least 2 activities</i>

Outcome: Students, families and the school community will feel a sense of connectedness

Metric/Method for Measuring: School survey, at least 80% of responders would recommend this school to a friend

<i>Applicable Student Groups</i>	<i>Baseline</i>	<i>2027-28</i>	<i>2028-29</i>	<i>2029-30</i>	<i>2030-31</i>	<i>2031-32</i>
All Students (Schoolwide)	<i>Met target</i>	<i>At least 80%</i>	<i>At least 80%</i>	<i>At least 80%</i>	<i>At least 80%</i>	<i>At least 80%</i>

❖ Data Analysis and Reporting

Data will be collected, analyzed, reported and used regularly, at every grade level and in every subject area. Relevant data will be collected, analyzed, and communicated to parents and other stakeholders through a variety of reports on Learner achievement, including school-wide and subgroup analyses.

Learners and parents will discuss individual Learner achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during monthly parent/teacher meetings. They work together to assess Learner's scores and learning needs.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual ELPAC testing results. Parents of Learners with IEPs will receive reports according to the plan specified in each IEP. All Learners with disabilities are entitled to the reports and assessment data described in this section, which are provided to all Learners.

Education Outside the Box will use an integrated Learner Information System ("SIS")/Learning Management System ("LMS"). The Executive Director will have primary responsibility for selecting the SIS/LMS EOTB will use, after consultation with the staff and Board, and will oversee all Learner data entry into the selected systems. All teachers will also receive continued training on effective usage of the SIS/LMS, for Learner attendance, collaborative curriculum planning, assessments, Learner achievement data, analysis, reporting and reflection.

EOTB's teachers and school leaders will examine Learner data in Professional Learning Communities and professional development sessions:

- to identify individual Learner needs
- to determine intervention services for specific Learners
- to identify trends across groups of Learners or class groups
- to refine classroom, curricular, and enrichment practice
- to determine support and needs for the Parent Educator
- to inform professional development plans for individual teachers
- and determine progress towards meeting school goals.

The Executive Director of Education will monitor the progress of all significant subgroups, and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends are directly addressed through meetings with parents, individual home learning coaches, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Learner achievement data will be disaggregated annually to clearly identify the academic performance of Learners by sub-groups (e.g., by ethnicity, gender, English Learners, economically disadvantaged Learners, Learners with disabilities, and foster youth). The Executive Director of Education, in collaboration with Home Learning Coaches and the Board members, will use the assessment results to create annual and targeted plans for increased achievement. Additionally, EOTB will publish Learner results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about EOTB and will be made available to the public, as required by law.

❖ **Promotion and Retention**

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

Element 4: Facilities

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D). The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

❖ Facilities and Site Plan

EOTB will operate from 12000 Olive Drive, Bakersfield, CA 93312, an easily accessible site within the Bakersfield community. The facility includes classroom space for Friday gatherings, administrative offices, storage, outdoor project areas, and multipurpose zones for physical education and survival-skills workshops.

Before occupancy, EOTB will secure:

- Certificate of Occupancy from local authorities.
 - Fire Marshal approval verifying compliance with codes.
 - Accessibility evaluation to ensure full ADA compliance.
- The design will include safety signage, child-appropriate furnishings, and secure entry systems.

Future expansion planning allows the site to accommodate growth through modular units or leased adjacent space without disrupting operations. Additionally, future enrichment centers will be offered through various locations in Kern County in order to better serve the community by allowing convenient locations for ease of access. Site #2, opening year 3 will be in the Tehachapi Union School District and site #3, opening year 4 will be in the Panama Buena Vista School District.

This governance and financial structure positions EOTB for long-term stability and renewal, aligning operational excellence with the innovative spirit of California's charter movement.

Element 5: Governance Structure

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)

❖ Non-Profit Public Benefit Corporation

EOTB will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation that qualifies and has been approved for tax exemption under Section 501(c)(3) of the Internal Revenue Code.

EOTB will operate autonomously from the Kern County Board of Education, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the KCBOE and EOTB.

Pursuant to Education Code Section 47604(d), the Kern County Board of Education shall not be liable for the debts and obligations of EOTB, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by EOTB, as long as the KCBOE has complied with all oversight responsibilities required by law.

Attached, please find EOTB's Articles of Incorporation, Board Bylaws, and the Conflict of Interest Policy. EOTB will comply with all applicable federal, state, and local laws, regulations, and ordinances, including, but not limited to, those related to open and public Board meetings, conflicts of interest, public records, zoning, occupancy, construction, health and safety.

❖ Governance and Leadership Philosophy

The Charter School's governance design prioritizes strategic oversight and community input while preserving the independence and flexibility essential to the charter model's innovation.

At the core of EOTB's leadership philosophy are three guiding principles:

1. Educational Integrity.

All decision-making begins with a focus on Learner achievement, health, and safety. The EOTB Board and leadership team commit to evidence-based practices, data-informed decision-making, and consistent monitoring to ensure every child reaches or exceeds state standards while benefiting from the Charter School's unique life-skills focus.

2. Collaborative Leadership.

EOTB views leadership as a shared endeavor between administrators, Learning Coaches, Learning Partners, and Learners. The governance framework incorporates formal advisory structures so that all stakeholder voices—especially families participating in the home-based model—help shape the Charter School's academic and cultural priorities.

3. Accountability and Transparency.

The Charter School's Board of Directors ensures fiscal responsibility, operational integrity, and programmatic accountability. Actions are documented through public records, and meetings are conducted in full compliance with open-meeting laws to maintain community trust and ensure transparency in all matters of governance.

❖ Board Structure and Roles

Board Composition

The **Board of Directors** serves as the ultimate policy-making body governing Education Outside the Box. Initially, the Board will have 3-5 members, bringing diverse professional expertise in education, finance, nonprofit leadership, and community engagement.

Joshua Kyles, serving as *Board Chair*; Terry Maxwell, serving as *Governance Committee Chair*; and Nakysa Cummings, serving as *Secretary*. This diverse structure ensures informed oversight and a balance of perspectives representing educators, parents, and the broader community.

Board Chair - Joshua Kyles

Josh is a seasoned entrepreneur and business leader with over 23 years of experience in the drilling and energy services industry. As the Founder, President, and CEO of GeoGuidance Drilling Services, he has built and grown the company from its inception into a respected provider of specialized drilling solutions. In addition to his primary role at GeoGuidance, Josh is a partial owner of two successful real estate investment groups and serves as Member Manager of Rogue Rental Tools, further demonstrating his diverse business acumen and investment expertise. A dedicated family man, Josh is the proud father of five children. He balances his professional commitments with a strong commitment to family, values-driven leadership, and community involvement.

Governance Committee Chair - Terry Maxwell

Terry Maxwell is a former Bakersfield City Council member representing Ward 2 from 2012 to 2016. He is a Bakersfield native and a restaurant owner who built a long career in the local dining scene. Terry holds a Bachelor of Science in Chemistry from the University of Redlands. Before entering politics, he worked as a chemist for Upjohn Pharmaceuticals. His passion for food and wine led him to open a restaurant, which eventually became a full-time career. He is best known as the owner of T.L. Maxwell's Restaurant & Bar. He has operated multiple restaurants, including one in Montana, and has been recognized for surviving economic downturns and maintaining his business through decades of change. As a city council member, he focused on local issues and community engagement. After leaving office, Terry continues to be active in Bakersfield's business and media communities. He has been involved in talk radio, hosting a long standing show on KNZR 1560 AM and 97.7 FM.

Secretary - Nakysa Cummings

Nakysa Cummings is a Bakersfield native who has completed all doctoral coursework in Psychology, complementing a master's degree in Counseling with dual concentrations in School Counseling and

College Student Affairs from California State University, Bakersfield, and a bachelor's degree in Mass Communications with a concentration in Public Relations from California State University, East Bay. With over 20 years of experience in curriculum development and instruction, she has designed and taught courses in Student Development, Psychology, and Sociology across both the California State University and California Community College systems. Her curriculum work emphasizes learning frameworks that integrate academic success strategies, career readiness, and student-centered pedagogy. In addition to teaching, she has led student success workshops and provided comprehensive academic and career counseling to diverse student populations.

Nakysa also brings over two decades of administrative and consulting experience with local nonprofit organizations, specializing in grant writing, community-based research, and the development of training programs for staff and clients. She holds certifications in AI teaching and Humanizing STEM, which inform her innovative approach to curriculum design and instructional delivery. Committed to advancing student achievement and community empowerment, she actively contributes to initiatives that strengthen educational access and foster long-term success.

Board Meetings and Responsibilities

The Board's primary responsibilities encompass the following areas:

- **Strategic Oversight and Visioning:**
The Board defines long-term goals consistent with EOTB's mission and monitors progress toward organizational benchmarks. It ensures that decisions align with the Charter School's focus on family connection and life-skills education.
- **Fiscal Accountability:**
Directors approve the operating budgets, monitor cash flow, and review quarterly and annual financial statements. They authorize all contracts above \$5,000 and review independent audit findings to guarantee compliance and fiscal prudence.
- **Leadership Evaluation:**
The Board supports and evaluates the Executive Director based on Learner outcomes, organizational health, and compliance indicators.
- **Policy Development:**
The Board adopts written policies governing, minimally, admission, personnel, student discipline, and financial management, ensuring compliance with Education Code Sections 47605.6 and 47607.
- **Community Representation:**
The Board actively seeks input from families, staff, and community members, establishing a participatory governance culture that reflects the Charter School's cooperative ethos.

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

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.* as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Charter School Board of Directors will attend an In-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, and school finance (AB 640).

❖ **Board Meetings and Transparency**

Board meetings will be held at least once per month, announced publicly, and conducted in accordance with the Brown Act and Education Code Section 47604.1(c). Agendas will be posted on the Charter School's website and at the school site a minimum of 72 hours prior to each regular meeting. All meetings are open to the public, and the Board will reserve time for public comment.

Meeting minutes are recorded and approved. The Board complies with the Political Reform Act, submitting *Form 700, Statement of Economic Interest*.

This ethical framework ensures that governing decisions reflect only the best interests of Learners, free of personal or financial bias.

❖ **Organizational Management and Administration**

Executive Director of Education

Education Outside the Box is structured to operate as a nonprofit public benefit corporation, combining strong governance oversight with transparent fiscal and administrative systems. Operations are guided by the principle that every function — from staffing to safety — must directly support academic excellence and Learner well-being.

The Executive Director of Education functions as the Charter School's Chief Executive Officer, responsible for day-to-day operations and academic performance. The Executive Director of Education is hired by the Board under a performance-based employment contract that specifies measurable goals, including Learner achievement targets, fiscal health, and stakeholder satisfaction metrics.

This leader acts as the liaison between the Board and the Charter School's staff, guaranteeing clear communication of mission, goals, and compliance expectations.

This role monitors all revenue streams and expenditures, ensures compliance with Generally Accepted Accounting Principles ("GAAP"), and prepares monthly financial statements for Board review. This role oversees contracts, payroll, benefits, and grant administration while collaborating with external auditors during the annual independent audit process.

This position ensures that all instructional materials and teaching practices align with the State Standards and EOTB's mission. The Director oversees the design of home-based learning resources, teacher professional development, and Friday project-based programming. Regular classroom observations, family feedback sessions, and formative data reviews inform continuous improvement.

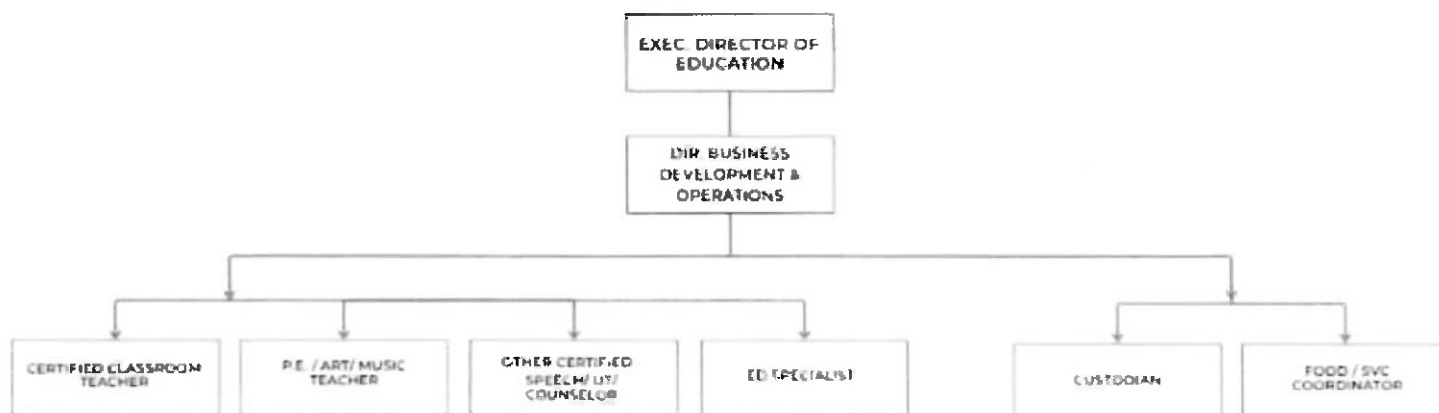
This role also ensures compliance with California privacy and reporting laws (Student Information System and CALPADS submissions). The coordinator also oversees services for Special Education Learners through partnership with the local SELPA.

Director of Business Development and Operations

The Director of Business Development and Operations manages day-to-day operations, enrollment and Learner recordkeeping, compliance enforcement, and personnel management.

EOTB's model relies on robust parent participation. The Director of Business Development and Operations designs family workshops, provides instructional coaching for home-based learning, and facilitates communication between Home Learning Coaches and Learning Partners. Workshops help families integrate life-skills activities into daily routines, building a learning bridge between home and school.

❖ Organizational Chart



❖ Advisory Structures and Stakeholder Participation

EOTB employs multiple standing advisory groups to embed shared governance throughout its culture:

- **School Advisory Council:** A body of elected representatives from each grade span meets quarterly with administrators and Board liaisons. The council advises on curriculum adaptations, family engagement strategies, LCAP development, and improvement goals.

- **English Learner Advisory Committee ("ELAC"):** In the event that 21 or more Learners designated as English Learners are enrolled at EOTB, EOTB will form an English Learner Student Advisory. Once established, the ELAC will meet at least four times per year. ELAC would be composed of staff and parents of English Learners (and additional parents if needed). The purpose of ELAC will be to support Learning Partners and Learners whose primary language is Spanish.

Periodic town-hall meetings and electronic surveys supplement these feedback structures, ensuring that EOTB's leadership remains responsive and transparent.

❖ **Ongoing School-Home Links**

In accordance with the EOTB ideals, we recognize that strong relationships between the Charter School and home depend on mutual respect, trust, and communication. The best way to build such relationships is by fostering dialogue to assure that parents understand and support the fundamental mission and vision of EOTB, and to help staff understand the needs, wishes, values, and culture of parents and Learners. Every staff member will serve as facilitators of this process.

School-home bridge-building activities may include:

- Orientation for new families to clarify the mission and vision of EOTB, the educational approach and expectations for parent participation, and a description of volunteer opportunities;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Invitation of parents to committee meetings and school functions;
- Training in how EOTB's assessment process works, including learning partners' roles in it;
- Inclusion of parents in instruction, as appropriate; and professional development
- Regular communication between learning partners and home learning coaches; and
- Charter School celebrations.

❖ **Home Learning Coach Involvement**

EOTB views Home Learning Coaches as the experts in curriculum and instruction. As the primary executors of the EOTB's educational program, they are the day-to-day stewards of the EOTB's mission and vision. Their voices will be heard as authoritative in matters related to curriculum, instruction, and Learner achievement, and will be considered in school decision-making. Home Learning Coaches will confer among themselves and with administration to discuss concerns, Learner progress, Learner needs, professional development plans, long-range school plans, and other governance issues.

❖ **Learner Involvement**

Learners' voices are respected in decisions at Education Outside the Box, and their expertise about their needs and interests is acknowledged and valued. Learner opinion regarding the effectiveness of instructional styles in meeting their learning needs is integral to curricular design. EOTB has a duty to be responsive to all Learners' needs and interests, so long as they are consistent with the EOTB's mission and vision.

Element 6: Employee Qualifications

*Governing Law: The qualifications to be met by individuals to be employed by the charter school.
Education Code Section 47605.6(b)(5)(F)*

Education Outside the Box recruits personnel who support the mission and vision of the charter, demonstrating the practices of our home school philosophy, values and beliefs that exist with the families and the instructional, management, and support teams. All teachers at EOTB will have the necessary qualifications, skills, experience, and credentials to fulfill their job description.

❖ Non-Sectarian

Education Outside the Box shall be non-sectarian in its employment practices and all other operations and shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

❖ Credentialing Requirements for Teachers

The Charter School shall adhere to all requirements of the ESSA that are applicable to teachers and/or paraprofessional employees in charter schools. The Charter School shall employ and retain teaching staff who hold the certificate, permit, or other documents issued by the CTC required for that teacher's certificated assignment, as well as EL Authorization for their assignment. As authorized under Education Code Section 47605.6(l), the Charter School may use local assignment options authorized statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. EOTB adheres to California laws, including prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense. All employees are required to furnish medical clearance, cleared fingerprinting, provide a full disclosure statement regarding a prior criminal record, and any additional documentation verifying work status. Certificated and classified staff members are employees of EOTB. All individuals employed by EOTB possess the characteristics, knowledge, and qualifications identified in the posted job description as set forth by EOTB.

Role:

- Each Home Learning Coach is assigned a case load of a maximum of 25 Learners and meets with the Learners and Learning Partners on a schedule predetermined by the HLC.
- Assists Learning Partners to determine appropriate learning modalities for each of their children
- Assesses the level of Learner achievement on a regular basis
- Finds and/or develops materials that are appropriate to the instructional level of each Learner
- Advises parents on issues that affect the learning environment at home such as scheduling, study space, family dynamics, etc.
- Develops grade appropriate learning packets for Learners
- Plans and teaches enrichment classes
- Plans, supervises, and develops curriculum for field trips
- Plans and assesses lessons completed by each Learner

- Maintains accurate, up-to-date attendance records

❖ **Non-Discrimination and Equal Opportunity Employer**

Furthermore, EOTB is committed to maintaining a discrimination-free workplace and to retaining highly qualified and experienced personnel to ensure the continued delivery of quality educational programs. Employees will possess the characteristics, knowledge and qualifications identified in the following descriptions:

❖ **Specific Qualifications**

Executive Director of Education

Qualifications

- Bachelor's degree or higher and substantial relevant experience leading a school or resource center
- At least five years of experience in an executive leadership role as an executive director or principal
- Minimum of 10 years teaching experience
- Commitment to the educational vision of the Charter School
- Understanding of education law
- Experience that demonstrates the ability to organize, motivate, delegate, and manage
- Strong written and oral communication skills
- Background/fingerprint

Role:

- Develop and maintain an exemplary instructional program in the Education Outside the Box
- Develop, maintain and monitor budgets associated with the EOTB program
- Ensure compliance with all legal and institutional requirements as they relate to the academic program
- Oversee the development and maintenance of a safe school facility
- Develop and maintain constructive and cooperative working relationships with other school districts and partner organizations
- Develop and maintain knowledge of charter school law, regulations and generally accepted practices
- Serves as the education leader; is responsible for the instructional program; participates in staff, Learner and learning partner activities, and community leadership

Director of Business Development and Operations

Qualifications:

- Associate's degree in business administration, management, legal studies or a related field.
- Proven experience minimum 5 years or more in operations management or a similar role.
- Proven experience managing staff.
- Employment and Human Resources Compliance experience and knowledge
- Risk management and safety experience
- Strong analytical and problem-solving skills.
- Excellent communication and interpersonal abilities.
- Proficiency in project management and strategic planning.
- Familiarity with financial management and budgeting processes.
- Background/fingerprint

Role:

- Recruit and retain qualified staff
- Comply with all regulations and policies of the Charter School
- Manage and maintain Learner data, enrollment, attendance and all other administrative requirements for proper record keeping.
- Develop and maintain knowledge and use of current practices by Home Learning Coaches
- Provides leadership to the staff in determining objectives and identifying program needs as the basis for developing long and short-range plans
- Maintains high morale of the assigned staff
- Establishes an effective administrative organization with clear lines of responsibility and with the necessary delegation of authority
- Identifies, provides, assigns and coordinates in-service growth opportunities for home learning coaches and other personnel
- Supervises and evaluates the performance of all assigned personnel in accordance with the program's policies and adopted uniform guidelines for evaluation and assessment, recommends appropriate action in cases of substandard performances, and identifies and encourages individual teachers with leadership potential
- Develops school plans and organizational procedures for the health, safety, discipline and conduct of Learners as established in program procedures

Other Staff

- Education Outside the Box will have noncertificated instructional support staff that provides support to Home Learning Coaches and Learners in the program.
- Education Outside the Box will hire professional experts on a part-time basis who will provide instruction in a variety of enrichment courses offered to the Learners. These staff shall have knowledge and skills that are very specialized and translate into powerful enrichment coursework for the Learners enrolled in the Charter School. Any professional expert working in a teaching capacity shall hold the certificate, permit, or other documents issued by the Commission on Teacher Credentialing required for that teacher's certificate assignment.

❖ Professional Development

Comprehensive training sessions are offered before the start of each school year and periodic thereafter.

School Type: Nonclassroom-Based/Home-Based Charter School

Grades Served: Transitional Kindergarten–Grade 8 | **Plan Duration:** Annual Cycle (July–May)

The Professional Development Plan is to ensure that all employees possess the knowledge, skills, and competencies necessary to support Learner achievement, maintain compliance with California charter school requirements, and effectively serve families in a home-based educational model.

Professional development shall be ongoing, data-driven, job-embedded, and aligned with the school's Local Control and Accountability Plan (LCAP), charter goals, and Learner achievement outcomes.

Professional Development Goals

The school will provide professional development that enables staff to:

1. Improve Learner academic achievement.
2. Support parent-teachers in home-based instruction.
3. Increase English Learner achievement.
4. Strengthen special education compliance and services.
5. Improve instructional coaching practices.
6. Maintain state and federal compliance.
7. Enhance family engagement.
8. Utilize educational technology effectively.
9. Improve Learner social-emotional support.
10. Foster continuous organizational improvement.

Professional Development Framework

Professional development will consist of:

Tier 1: Required Compliance Training

Mandatory annual training for all staff.

Tier 2: Instructional Excellence Training

Training focused on improving teaching and learning outcomes.

Tier 3: Specialized Role-Based Training

Position-specific training.

Tier 4: Professional Growth Opportunities

Conferences, workshops, certifications, and advanced learning.

Annual Professional Development Calendar

July – Staff Orientation and Charter Compliance

All Staff | 12 Hours

Subject Matter

- | | |
|---|-----------------------------------|
| ● Charter mission and vision | ● FERPA |
| ● Nonclassroom-based charter requirements | ● Confidentiality |
| ● California Education Code updates | ● Workplace harassment prevention |
| ● Employee handbook review | ● Emergency procedures |
| ● Child abuse reporting | ● Learner records management |
| ● Mandated reporter training | |

August – Home-Based Learning Model Excellence

Home Learning Coaches and Administrators | 8 Hours

Subject Matter

- Parent partnership strategies
- Learning period planning
- Educational coaching techniques
- Independent study compliance
- Work sample evaluation
- Attendance documentation
- Learner engagement in a home setting

September – Curriculum and Instruction

Home Learning Coaches | 6 Hours

Subject Matter

- California State Standards
- Curriculum implementation
- Differentiated instruction
- Project-based learning
- Multi-grade instruction strategies
- Assessment alignment

October – English Learner Program Development

Home Learning Coaches and Administrators | 6 Hours

Subject Matter

- California English Learner Roadmap
- Integrated ELD
- Designated ELD
- ELPAC administration
- Reclassification procedures
- Family engagement for EL families
- Language acquisition strategies

November – Assessment and Data Analysis

Instructional Staff | 6 Hours

Subject Matter

- Benchmark assessments
- Data interpretation
- Intervention planning
- Progress monitoring
- Learner goal setting
- Data-informed instruction

January – Special Education and Learner Support**Home Learning Coaches and Administration | 8 Hours****Subject Matter**

- IDEA requirements
- IEP implementation
- Accommodations and modifications
- Child Find obligations
- Section 504 compliance
- Collaboration with service providers

February – Family Engagement and Communication**All Staff | 8 Hours****Subject Matter**

- Building strong parent relationships
- Conflict resolution
- Effective communication
- Cultural responsiveness
- Parent conference best practices

March – Social Emotional Learning and Learner Wellness**Instructional Staff | 4 Hours****Subject Matter**

- Learner mental wellness
- Trauma-informed practices
- Positive behavior supports
- Learner motivation
- Resilience-building strategies

April – Educational Technology

All Staff | 4 Hours

Subject Matter

Professional Development Delivery Methods

Training may be provided through:

- In-person workshops
- Virtual workshops
- Webinars
- Conferences
- Professional learning communities
- Instructional coaching
- Peer observations
- Online courses
- Independent study modules

Evaluation of Professional Development

Professional development effectiveness will be measured through:

Staff Measures	Learner Measures	Organizational Measures
Training completion rates	Academic Growth	Compliance findings
Surveys	Assessment performance	Parent satisfaction surveys
Knowledge assessments	EL progress and reclassification rates	Staff retention
Observation feedback	Intervention success rates	LCAP goal attainment

Annual Professional Development Expectations

Position	Annual Minimum Hours
Home Learning Coaches	40 Hours
Administrators	40 Hours
Special Education Staff	40 Hours
Support Staff	20 Hours

Expected Outcomes

By implementing this Professional Development Plan, the school expects to:

- Increase Learner academic achievement.
- Strengthen home-school partnerships.
- Improve English Learner outcomes.
- Ensure legal and regulatory compliance.
- Increase staff effectiveness and retention.
- Enhance family satisfaction.
- Support continuous school improvement.
- Maintain high-quality educational services within the home-based charter model.

This plan is designed to align with California charter school accountability expectations, nonclassroom-based instructional requirements, LCAP priorities, English Learner Roadmap principles, and continuous improvement practices for home-based charter schools.

❖ Professional Growth

Staff members participate in annual goal-setting and receive coaching aligned to school objectives. Professional learning includes workshops on:

- Blended and home-based instructional techniques
- Assessment for learning strategies
- Safety procedures and Learner wellness

Evaluations combine self-reflection, peer observation, and administrative review — reinforcing continuous improvement.

❖ Employee Handbook

EOTB maintains a comprehensive Employee Handbook outlining policies on compensation, evaluation, complaint procedures, leave, mandated reporting, harassment, and equal employment opportunity. Handbooks are reviewed annually to incorporate updates in law and best practices.

❖ Evaluation and Continuous Support

Employee evaluation is formative and collaborative. Administrators use observations, Learner data, family feedback, and peer coaching notes to create individual professional development goals. Staff are recognized for innovation, compassion, and community engagement as well as academic results.

- Assess teaching effectiveness through student performance and engagement metrics.
- Include self-reflection components for teachers to evaluate their own growth and challenges.
- Set clear, measurable goals aligned with school objectives for each evaluation cycle.
- Provide regular feedback and support to foster professional development.
- Ensure evaluations are conducted consistently and fairly across all teaching staff.

Commitments to support staff:

- Provide ongoing professional development opportunities tailored to staff needs.
- Foster a collaborative environment through regular team meetings and planning sessions.
- Implement mentorship programs pairing experienced staff with new hires.

- Offer access to resources and materials that enhance teaching practices.
- Establish clear communication channels for feedback and support.
- Recognize and celebrate staff achievements to boost morale and motivation.

All employees are employed directly by Education Outside the Box, a nonprofit public benefit corporation. Employment policies comply with all applicable federal and state labor laws, including the Fair Employment and Housing Act (FEHA) and Title VII of the Civil Rights Act, ensuring nondiscrimination and equal opportunity.

Element 7: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- a. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- b. The development of a school safety plan and the annual review and update of the plan, pursuant to Section 47606.3.*
- c. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

Education Code Section 47605.6(b)(5)(G)

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

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

❖ Background Check Procedures

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

❖ Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

❖ **Diabetes**

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

❖ **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

❖ **Prevention of Human Trafficking**

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 to 8 of human trafficking prevention resources.

❖ **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

❖ **California Healthy Youth Act**

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

❖ **Referral Protocols for Addressing Student Behavioral Health Concerns**

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O).

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning
- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605.6
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to

students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

❖ **Workplace Violence Prevention Plan**

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

❖ **Blood-borne Pathogens**

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

❖ **Drug-, Alcohol-, and Smoke-Free Environment**

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

❖ **Facility Safety**

EOTB's facility at 12000 Olive Drive will fully comply with local building codes, health department requirements, and accessibility under ADA standards. Inspections by the Fire Marshal and public-health officials will be completed prior to occupancy.

Site features include secure entry checkpoints, CCTV monitoring in common areas, and clearly posted evacuation routes. The outdoor area will support garden learning and physical activities while maintaining safe perimeters and visibility supervision.

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

❖ **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

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

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

❖ **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

❖ **Homicide Threats**

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

❖ **Gun Safety Notice**

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

❖ **Athletic Programs**

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Element 8: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52604.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 48605.6(b)(5)(H).

Education Outside the Box is committed to maintaining a racially, ethnically, ability, linguistically and socioeconomically diverse Learner population reflective of Kern County.

EOTB will create an admission and enrollment process that presents no challenges for Learners or parents of any race or ethnicity, disability, or home language. EOTB will maintain a policy of non-discrimination in all areas of its operations and make reasonable and practicable efforts to achieve a racial and ethnic, special education, and English Learner, including reclassified English Learner, balance among its Learners that is reflective of the general population residing within the territorial jurisdiction of KCBOE.

1. **Marketing Materials:** Designed flyers and distributed informational materials to appeal to various racial and ethnic groups within the County. Flyers have been distributed at local markets, coffee shops, libraries, churches, middle schools, and businesses. Materials will be developed in English, Spanish, and other common languages in the target neighborhood.
2. **Host Community Events:** Charter School will host 3 – 5 community events during the 2026 – 27 school year in preparation for Charter School opening in August 2027. Events will be inclusive of international Fests, Pre- Open Houses, Community Fun Runs/Walks, and other similar promotional activities.
3. **Advertising:** The Charter School will advertise in the local newspapers. The Charter School will update its current website and digital newsletter. The Charter School plans to issue a press release and invite every news organization in Kern County to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The Charter School is in the process of identifying a possible area in the target community where we can hang a sign or banner advertising the school.
4. **Attend and Establish Presence at Community Events:** Charter School will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend upcoming community event. The Charter School will also set up information tables/booths in high traffic and high visibility areas during well –attended local and regional community events.
5. **Establish Partnerships with Community Organizations:** Charter School will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sector.

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

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

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

Element 9: Suspension and Expulsion Policy and Procedures

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

- i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- iv. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and related information. Education Code Section 47605.6(b)(5)(i)*

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these

procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions, in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures associated therewith, so long as not materially different from this charter petition.

Similarly, the procedures for student suspension, expulsion, and involuntary removal, and may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

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

The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Executive Director or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's attendance policy.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Executive Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Per Ed Code 48900.5, these include but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess

the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.

(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).

(5) Enrollment in a program for teaching prosocial behavior or anger management.

(6) Participation in a restorative justice program.

(7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.

(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

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

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students may be suspended and/or recommended for expulsion when the Executive Director or designee determines the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person

who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

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

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension, but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - w) Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.
2. **Non-Discretionary Suspension and Expulsion Offenses:** Students must be suspended and recommended for expulsion when it is determined the student:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

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

The Charter School applies the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

A student may be suspended by the Charter School Executive Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Executive Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee. The conference may be held in-person, telephonically, or via other electronic means.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense. This conference should be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended,

the parent/guardian shall be notified in writing of the suspension. This notice shall include:

- a) the specific offense(s) committed by the student,
- b) duration and dates of the suspension,
- c) the date the student may return to school following the suspension, and
- d) an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

E. Authority to Expel

A student may be recommended for expulsion by the Charter School Executive Director or designee. The Charter School may expel a student following a hearing adjudicated by a neutral Hearing Officer or Expulsion Panel ("Panel") selected by the Executive Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If a Panel conducts the hearing, it should consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson.

The Hearing Officer or Panel shall make the determination regarding the expulsion of any student.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Executive Director or designee and student's parent/guardian.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

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

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements/declarations may be admitted as testimony.

I. Expulsion Decision

The determination of the Hearing Officer or Panel shall be in the form of written findings of fact and a decision. The decision of the Hearing Officer or Panel shall be final.

If the Hearing Officer or Panel ultimately decides not to expel, the student shall be returned to their educational program at Charter School.

J. Notice of Expulsion Decision

The Executive Director or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within five (5) school days of the expulsion hearing.

This notice shall include the following:

- a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605.6(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

K. Disciplinary Records

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

L. Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the Executive Director within five (5) calendar days of the date Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board of Directors ("Board") or a committee thereof, will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the hearing entity act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed

the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Unexcused Absences

In accordance with Education Code Section 51747, the Charter School will evaluate whether it is in the best interest of the student to remain in independent study if the student fails to complete the requisite number of assignments or make satisfactory educational progress as delineated in the student's independent study written agreement and Charter School's independent study policy. If the Charter School determines that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after providing notice and an opportunity for the parent/guardian to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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

The Hearing Officer or Panel should avoid live testimony of student witnesses when practicable. The Hearing Officer or Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to receive reasonable advance notice of their scheduled testimony; and have up to two adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel.
2. The Charter School will provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

5. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA (and/or the chartering authority if required) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

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

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

4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Element 10: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(I)

Eligible certificated employees of EOTB who are eligible will participate in the State Teachers' Retirement System ("STRS"). All non-certificated employees will participate in the Public Employees' Retirement System ("PERS") or in federal social security. The Executive Director of Education shall be responsible for ensuring that appropriate arrangements for coverage have been made. The EOTB Board of Directors may decide to establish additional retirement plans for all employees that include, but are not limited to, the establishment of a section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the other reciprocal system.

Element 11: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(K)

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

EOTB and the KCBOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between EOTB and the KCBOE, Charter School staff, employees and Board members of EOTB and the KCBOE agree to first frame the issue in written format ("dispute statement") and to refer the issue to the KCBOE Superintendent and Executive Director of Education of EOTB, or their respective designees. The dispute statement must be provided to the other party by personal delivery, electronic mail, or certified mail. In the event that the Kern County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, EOTB requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the KCBOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the KCBOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

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

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

❖ Internal Disputes

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

Element 12: Admission Policies and Procedures

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision(e). Education Code Section 47605.6(b)(5)(L)

Education Outside the Box exists to serve families who desire a flexible, home-based learning environment integrated with in-person, project-based life-skills education. Admission is open to all Learners residing within Kern County and subject only to capacity constraints. The Charter School maintains a fair, transparent, and non-discriminatory enrollment process that aligns with California's charter law requirements for public accountability and equal access. EOTB will operate under the guiding principles of accessibility, family partnership, and community engagement.

❖ Target Learner Population

EOTB will primarily serve families within the KCBOE and greater Bakersfield region. The surrounding community includes a diverse Learner body—approximately 54 percent socio-economically disadvantaged, 13 percent English Learner, and 10 percent with identified disabilities.

The Charter School's hybrid model appeals particularly to families seeking:

- A personalized, flexible schedule allowing greater parental involvement.
- Small-class instruction tailored to each child's strengths and challenges.
- Life-skills training that connects academic learning to real-world application.
- Safe, family-centered environments that foster healthy development

By mirroring district demographics and actively pursuing inclusivity, EOTB ensures representation of Bakersfield's cultural, linguistic, and socio-economic diversity.

❖ Outreach and Recruitment Plan

EOTB will actively engage local families through transparent information campaigns and collaborative relationships.

❖ Community Information Sessions

Before and after authorization, the Charter School will host an information night. Presentations will highlight the Charter School's mission, curriculum approach, and enrollment procedures. Bilingual staff (English/Spanish) will ensure linguistic accessibility.

❖ Digital and Media Outreach

EOTB will maintain an engaging website and social-media presence offering FAQs and easy digital pre-enrollment forms. Social campaigns will be targeted geographically within zip codes surrounding Kern County to reach families in both urban and rural areas.

❖ Partnerships with Local Organizations

The Charter School will develop outreach partnerships with:

- Bakersfield Homeschool Network and family resource centers to reach families experienced with independent study.

- Community organizations serving low-income and immigrant households, ensuring equitable awareness of enrollment opportunities.
- Local business sponsors and colleges to support Friday life-skills workshops and increase visibility.

❖ Enrollment Process

EOTB will be nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

EOTB shall admit all Learners who wish to attend the Charter School. No test or assessment shall be administered to Learners prior to acceptance and enrollment into EOTB. EOTB will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the Learner or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a stipulation for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English Learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6, and make this notice available to parents.

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

1. Learner enrollment form
2. Home Language Survey and Homeless Survey
3. Completion of Emergency Medical Information Form

4. Proof of minimum age requirements
5. Release of records²
6. Completion of Written Agreement
7. Completion of emergency card, and other required forms

Parents may submit an application online.

Public Random Drawing

EOTB agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv). Applications will be accepted during a publicly advertised Admissions Window each year for enrollment in the following school year. Existing enrolled pupils are exempted from the annual lottery process so long as they have submitted a re-enrollment form, indicating their intent to return in the fall. Following the admission window and application deadline each year, applications shall be counted to determine whether any grade level has received more applications than there is seat availability. In the event that this happens, EOTB will hold a public random drawing ("lottery") to determine admission for the impacted grade level(s). Admission preferences in the case of a public random drawing shall be given to the following Learners in the following order:

1. Children of current employees and Board members
2. Siblings of admitted Learners, currently enrolled Learners, or graduates of the Charter School
3. Learners residing within the boundaries of the Kern County
4. All other Learners who wish to attend EOTB

If the number of Learner applications for admission exceeds EOTB's capacity, EOTB staff will determine admission according to the following procedure. Children of current employees and Board members of Education Outside the Box shall be admitted. This will be done through our online enrollment portal via the Student Information System. Siblings of previously admitted Learners, enrolled Learners, or graduates of EOTB will be admitted. Consistent with State law, charter schools are required to give preference to Learners who reside within the boundaries of the Charter School. Kern County is where EOTB is located, therefore Learners who reside within Kern County boundaries shall be included in the lottery with a weighting factor of 2 to 1. All other (outside KCBOE) applicants will be included in this lottery for admissions with a factor of 1.

At the conclusion of the public random drawing, all Learners who were not granted admission due to capacity will be placed on a wait list according to their draw in the public random drawing. This waitlist, called an admission priority list, will allow Learners the option of enrollment in the case of an opening during the current school year. The order of admission of Learners at any time during the semester shall be based solely on the order of applicants on the admission priority list.

After the admission priority list has been exhausted or at the conclusion of the school year, EOTB will advertise if a space has become available and applications are being accepted.

² In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

If more applications are submitted than there are spaces available, another public random drawing will be conducted for the open spaces as described above. EOTB recognizes that these admission preferences may need to be limited or revised during any year.

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

❖ Application Period and Timeline

Last week of October	Application forms available at school administrative office or online at EOTB's website.
First week of March	All application forms due to Charter School.
By the Last week of March	Public random drawing conducted (if necessary).
Last week of April	Admission notification and enrollment packets distributed to parents and children who have been drawn in the public random drawing. If there are more spots available than applicants, lottery is not necessary. In that case, all Learners to enroll in the following year will be included and given enrollment packets.
Approximately 2 Weeks Later	Completed enrollment packets due back to EOTB, which will include proof of residency, proof of age requirements and proof of withdrawal from prior school.

❖ Re-Enrollment

Currently enrolled Learners need only return an *Intent to Return Form* each spring to hold their space for the following school year. Siblings of returning Learners will be given preference in the next year's lottery cycle.

❖ Public Access

The lottery will be publicly announced through school communications at least two weeks in advance. Interpreters will be present during the event. The Executive Director, or designee, serves as lottery

facilitator, ensuring compliance with written board-approved procedures. Independent community members or a notary may witness the event to maintain integrity.

Step-by-Step Procedure

1. **Verification Stage:** Staff verify that each applicant resides in California and that the application is complete.
2. **Assignment of Numbers:** Every application receives a unique lottery number linked only to a student ID in a secure database.
3. **Drawing Stage:** Using random number software, numbers are selected publicly until capacity is filled.
4. **Recording Stage:** As each number is drawn, staff update a publicly displayed chart showing selected entries.
5. **Waitlist Creation:** Remaining numbers are drawn and listed in order for future openings.
6. **Notification Stage:** Families are notified via email, text, and certified mail within ten days of the drawing.

Records of the entire process—including sign-in sheets, number assignment logs, and confirmation forms—will be archived for district review.

❖ Waitlist Management

The waitlist is managed ethically, fairly, and transparently. Staff contact applicants in sequence as vacancies occur. Families have five business days to accept or decline the offer; failure to respond moves the next Learner forward.

At the close of each school year, unplaced applicants must reapply for the next lottery cycle to maintain current interest. Waitlist integrity is confirmed by Board oversight, and status updates are available upon request to families throughout the year.

❖ Enrollment Capacity and Growth Plan

EOTB's projected enrollment supports a personalized learning model and ensures manageable growth.

Year	Grades Served	Projected Enrollment	Notes
2027-28	TK-8th	100	Founding year emphasizing stability
2028-29	TK-8	150	Gradual expansion
2029-30	TK-8	300	Expansion to 2nd enrichment site
2030-31	TK-8	450	Expansion to 3rd enrichment site

The Board of Directors will reassess staffing, facilities, and community demand needs annually. These evaluations will guide capacity decisions. Expansions will align with demand, funding, and staff recruitment capacity rather than exceeding quality thresholds.

❖ **Registration and Orientation**

Families whose Learners are admitted complete an official registration packet including proof of residency, and emergency contacts. Staff provide orientations explaining curriculum platforms, instructional expectations, and attendance procedures.

Each new family participates in a Home-Learning Orientation covering learning partner responsibilities, communication protocols, and methods for documenting instructional minutes for state reporting.

❖ **Withdrawal and Attrition**

Families wishing to withdraw must provide written notice at least two weeks before the departure date. The Administrators promptly initiate record transfers and, where applicable, contact the receiving school to ensure continuity.

In an effort to track withdrawals, EOTB conducts Exit interviews virtually to identify patterns and refine retention strategies for program improvement. Data from these interviews feed into the Charter School's annual Retention and Satisfaction Report, allowing leadership to address recurring issues promptly.

Element 13: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(M).

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

Element 14: Employee Return Rights

The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment at a charter school. Education Code Section 47605.6(b)(5)(N).

No public school district or County employee shall be required to work at the Charter School. Employees of a local public school district or the County who choose to leave the **employment** of the district or the County to work at EOTB will have no automatic rights of return to the district or the County after employment by EOTB unless specifically granted by the district or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the district or County to work in the Charter School that the district or County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law. Employment by EOTB provides no rights of employment at any other entity, including any rights in the case of closure of EOTB. All positions at EOTB do not accrue tenure and there is no guaranteed employment through EOTB for any position of employment.

Sick or vacation leave or years of service credit at the County or any school district will not be transferred to the Charter School.

Element 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(O)

In the unlikely event of charter non-renewal or voluntary closure, EOTB ensures orderly wind-down protecting Learners, families, creditors, and employees.

Closure of EOTB will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities, which will be the Executive Director of Education unless otherwise directed by the Board.

EOTB will promptly notify parents and Learners of EOTB, the KCBOE, EOTB's SELPA, the retirement systems in which EOTB's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school KCBOEs of residence; and the manner in which parents/guardians may obtain copies of pupil records.

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

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

As applicable, EOTB will provide parents, Learners and the KCBOE with copies of all appropriate Learner records and will otherwise assist Learners in transferring to their next school.

All transfers of Learner records will be made in compliance with FERPA. EOTB will pay for the final audit. The audit and will be provided to the KCBOE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in

apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to EOTB.

EOTB will complete and file any annual reports required pursuant to Education Code Section 47604.33. On closure of EOTB, all assets of EOTB, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by Learners attending EOTB, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the KCBOE or KCBOE property will be promptly returned upon Charter School closure to the KCBOE. Any grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

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

As EOTB is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of EOTB, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

A detailed budget narrative, a projected first year budget including startup costs, and a five-year financial projection (attached as Appendix B) confirms EOTB's fiscal viability from startup through renewal.

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605.6(h) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card, and the LCAP.

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

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

❖ **Revenue Streams Explained**

1. **State Funding through LCFF:**
EOTB receives per-pupil funding based on Average Daily Attendance, including base, supplemental, and concentration grants for low-income, foster, and English-Learner populations.
2. **Federal Funding Opportunities:**
The Charter School will apply for entitlement under Title I (improving academic achievement), Title II (professional development), and Title IV (student support) programs.
3. **Grants and Philanthropy:**
As a new charter, EOTB will pursue Charter Schools Program startup funds and local philanthropic grants supporting innovation in education.
4. **Private Donations and Partnerships:**
The founding team is building community partnerships with local businesses, agricultural organizations, and outdoor-education nonprofits to support Friday experiential learning days and materials.

❖ **Expenditure Plan**

- **Personnel Costs:**
Approximately 80% of total expenditures will support salaries, benefits, and professional development. This emphasis reflects EOTB's prioritization of teacher quality and family engagement.
- **Curriculum and Materials:**
Funding covers textbooks, digital licenses, project-based learning supplies, and lab kits used at home or during Friday sessions.
- **Facility Lease and Operations:**
Rent and maintenance of the facility are projected based on comparable Bakersfield properties, with allowances for utilities, custodial services, and insurance.
- **Administrative and Professional Services:**
Includes legal counsel, accounting, back-office support, and audit fees.

❖ **Recordkeeping Systems**

EOTB will maintain all Learner and personnel records in accordance with state and federal confidentiality laws, including FERPA. Digital records will be secured using encrypted systems with restricted user access and two-step authentication.

Hard-copy records (such as cumulative folders and IEPs) to be stored in locked, fire-resistant cabinets within administrative offices.

The Charter School will use a Student Information System integrated with CALPADS and certified for compliance with California Department of Education requirements.

❖ Attendance Verification

Because EOTB operates a home-based model, accurate documentation of daily participation is vital. Families record attendance through online learning logs, verified weekly by supervising teachers.

Teachers will maintain records of daily engagement logs, assignments, and communication notes, serving as proof of instructional minutes during audits or oversight reviews.

❖ Transparency and Public Accountability

EOTB will operate with full transparency to its stakeholders. Annual reports, audits, Board minutes, and LCAP updates are posted to the public website. Families and community members have ready access to contact information, event agendas, and grievance procedures.

Through proactive communication, financial integrity, and openness, EOTB builds enduring trust with families and the Kern County Board of Education as a conscientious partner in public education.

❖ Insurance and Liability Coverage

EOTB will maintain comprehensive liability coverage meeting or exceeding standard California charter school thresholds. Coverage types and amounts will be based on recommendations provided by the KCBOE and EOTB's insurer. Prior to opening, the Charter School will provide evidence of the below insurance coverage to the County.

- General Liability — \$2 million per occurrence
- Director & Officer Liability — \$2 million aggregate
- Workers' Compensation — as required by law
- Property Insurance — replacement cost coverage
- Student Accident and Volunteer Insurance — as appropriate for hybrid programs

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

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

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

EOTB contracts with ICON, a qualified back-office business service provider specializing in charter-school accounting and reporting. Services include payroll management, accounts payable, budget forecasting, and audit support.

The Executive Director and Business Manager will monitor all expenditures weekly, approve purchase orders consistent with Board-approved budgets, and maintain internal controls ensuring dual sign-off on expenses exceeding \$5,000.

The Board's Finance Committee reviews financial reports monthly to verify accuracy and compliance with Generally Accepted Accounting Principles.

Potential Civil Liability Efforts

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h)

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

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

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

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

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

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

❖ **Term of Charter and Renewal**

The charter term shall begin on July 1, 2027, and expire on June 30, 2032. The Executive Director and Board Chair will meet with the Kern County Board of Education to discuss renewal progress, ensuring transparency and adherence to approval timelines.

The petition for renewal will meet applicable legal requirements.

❖ **Material Revisions**

Any material revision will be submitted to KCBOE in accordance with Education Code Sections 47607, 47605.6, and 47605.

Appendix A: Organizational Documents

1. Articles of Incorporation of Education Outside the Box Nonprofit Public Benefit Corporation (filed with California Secretary of State).
 2. IRS Determination Letter for 501(c)(3)-equivalent status (if already obtained; otherwise pending).
 3. Board Adopted Bylaws outlining meeting frequency, officer roles, terms limits, conflict-of-interest policy, and committee structure.
 4. Board Code of Ethics & Conflict Disclosure Form (annual signed acknowledgments).
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Appendix B: Budget Narrative and Financial Forecast: ICON

Appendix C: Staff Signatures

Appendix D: Compliance Check List

Requirement	Statutory Reference	Compliance Evidence
Charter Assurances Form Signed	Education Code Section 47605	Included
Special Education MOU with SELPA	IDEA / Education Code Section 56030	Drafted
Facilities Cert. of Occupancy	Local Building Department	To be finalized 2027
Fire Marshal Clearance	Health & Safety Code	In progress
Independent Audit Contract	Education Code Section 47605.6(m)	Executed before opening

Board Member Training	Best Practices Guide	Scheduled quarterly
Annual LCAP Submission	Education Code Section 52060	Due annually July 1
Brown Act Posting Compliance	Gov. Code Section 54954.2	Verified via public site
Implementation of Conflict of Interest Policy	Gov. Code Section 1090	Filed Form 700

Appendix E: Performance Dashboard Sample: Aeries

Aeries' data-driven Student Information System helps K-12 districts support Learner success and streamline daily operations. Some support benefits of this SIS are:

- Enrollment > Learner Records
- 504 Learners
- Early Assessment Program
- English Learner
- Intervention Counts
- Attendance Tracking Integration with Parent Square
- Advanced Placement
- SBAC ELA and Mathematics: Smarter Balanced Assessment Consortium focuses on evaluating Learners' skills in these areas
- Gradebook Management > Learner Proficiency & Growth
- ELPAC Overall: - Assesses listening, speaking, reading, and writing skills.

Appendix F: Governing Body Approvals

Appendix G: Intent to Operate

NONPROFIT BYLAWS OF

ARTICLE 1. CORPORATE AUTHORITY

1.1 Incorporation. Education Outside the Box (the "Nonprofit Corporation") is a duly organized nonprofit corporation authorized to do business in the State of California by the filing of the Articles of Incorporation on April 14th, 2026.

1.2 State Law. The Nonprofit Corporation is organized under the State of California Statutes and except as otherwise provided herein, the Statutes shall apply to the governance of the Nonprofit Corporation. The laws, statutes, regulations and rules to which the Nonprofit Corporation is subject shall be referred to herein as "Applicable Nonprofit Law."

1.3 Nonprofit Purpose. This Nonprofit Corporation is organized and shall be operated exclusively for charitable, educational, religious, or scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code").

No part of the net earnings of the Nonprofit Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Nonprofit Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Bylaws.

The specific purposes of the Nonprofit Corporation include, but are not limited to: A nonprofit public benefit corporation that provides innovative, high-quality public education. A model that increases educational opportunities while improving student learning, accountability, and complying with state education codes.

ARTICLE 2. OFFICES AND RECORDS

2.1 Registered Office and Registered Agent. The principal office and the registered agent of the Nonprofit Corporation shall be as stated in the Articles of Incorporation of the Nonprofit Corporation, as amended from time to time by the Board of Directors (the "Board") and on file in the appropriate public offices as provided by law.

2.2 Other Offices. The Nonprofit Corporation may also have and maintain an office or principal place of business at such place as may be fixed by the Board of Directors (the "Board") of the Nonprofit Corporation (also, the "Board"), and may also have offices at such other places, both within and without the State of California, as the Board may from time to time determine or the business of the Nonprofit Corporation may require.

2.3 Books, Accounts and Records, and Inspection Rights. The books, accounts, and records of the Nonprofit Corporation, except as may be otherwise required by the laws of State of California,

may be kept outside of State of California, at such place(s) as the Board may from time to time determine. Except as otherwise provided by law, the Board will determine whether, to what extent, and the conditions upon which the books, accounts and records of the Nonprofit Corporation will be open to the inspection of the members of the Nonprofit Corporation.

ARTICLE 3. STOCKHOLDERS' MEETINGS

3.1 Place of Meetings. Meetings of the members may be held at such place, either within or without the State of California as may be determined from time to time by the Board. The Board may, in its sole discretion, determine that the meeting shall not be held at any place, but may instead be held solely by means of remote communication as provided by the Applicable Nonprofit Law.

3.2 Annual Meeting. The annual meeting of the members of the Nonprofit Corporation, for the purpose of election of directors and for such other business as may lawfully come before it, shall be held on such date and at such time as may be designated from time to time by the Board. At an annual meeting of the members, only such business shall be conducted as shall have been properly brought before the meeting.

3.3 Special Meetings.

(a) Special meetings of the members of the Nonprofit Corporation may be called, for any purpose or purposes, by (i) the Chairman of the Board, (ii) the Executive Director of Education, (iii) the Board pursuant to a resolution adopted by directors representing a quorum of the Board, or (iv) by the holders of memberships representing at least 50% percent of the total memberships of the Nonprofit Corporation eligible to vote, and shall be held at such place, on such date, and at such time as the Board shall fix.

(b) If a special meeting is properly called by any person or persons other than the Board, the request shall be in writing, specifying the general nature of the business proposed to be transacted, and shall be delivered personally or sent by certified or registered mail, return receipt requested, or by telegraphic or other facsimile transmission to the Chairman of the Board, the Executive Director of Education, or the Secretary. No business may be transacted at such special meeting otherwise than specified in such notice.

3.4 Notice of Meetings. Whenever members are required or permitted to take any action at a meeting, a written notice (including by email) of the meeting shall be provided to each member of record entitled to vote at or entitled to notice of the meeting, which shall state the place, date, and hour of the meeting, as well as the purpose or purposes for which the meeting is called. Unless otherwise provided by law, written notice of any meeting shall be given not less than 7 days nor more than 180 days before the date of the meeting to each member entitled to vote at such meeting.

3.5 Quorum. Shareholders may take action on a matter at a meeting only if a quorum exists with respect to that matter. Except as otherwise provided by law, 50% percent of the outstanding memberships of the Nonprofit Corporation entitled to vote, represented in person or by proxy, shall constitute a quorum at a meeting of members. Once a share is represented for a purpose at a meeting (other than solely to object to the holding of the meeting), it is deemed present for quorum purposes for the remainder of the meeting and the members present at a duly organized meeting may continue to transact business until adjournment, notwithstanding the withdrawal of

sufficient members to leave less than a quorum. The holders of a majority of the outstanding memberships represented at a meeting, whether or not a quorum is present, may adjourn the meeting from time to time.

3.6 Voting Rights.

(a) Each member entitled to vote at a meeting of members or to express consent or dissent to nonprofit action in writing without a meeting may authorize another person or persons to vote for him or her by proxy, but no such proxy shall be voted or acted upon after one (1) year from its date unless the proxy expressly provides for a longer period. A duly executed proxy shall be irrevocable only if it states that it is irrevocable and if, and only as long as, it is coupled with an interest sufficient in law to support an irrevocable power.

(b) If a quorum exists, action on a matter (other than the election of directors) is approved if the votes cast favoring the action exceed the votes cast opposing the action. Directors shall be elected by a plurality of the votes cast by the memberships entitled to vote in the election (provided a quorum exists). Unless otherwise provided by law or in the Nonprofit Corporation's Articles of Incorporation, and subject to other provisions of these Bylaws, each member shall be entitled to one (1) vote on each matter, in person or by proxy, for each share of the Nonprofit Corporation's membership interest that has voting power and that is held by such member. Voting need not be by written ballot.

3.7 Consent in Lieu of a Meeting.

(a) Any action required to be taken or which may be taken at any meeting of members may be taken without a meeting, without prior notice and without a vote, if a consent in writing, setting forth the action so taken, shall be signed by the holders of outstanding memberships having not less than the minimum number of votes that would be necessary to take such action at a meeting at which all members entitled to vote were present and voted. The action must be evidenced by one or more written consents, describing the action taken, signed and dated by the members entitled to take action without a meeting, and delivered to the Nonprofit Corporation at its registered office or to the officer having charge of the Nonprofit Corporation's minute book.

(b) No consent shall be effective to take the nonprofit action referred to in the consent unless the number of consents required to take action are delivered to the Nonprofit Corporation or to the officer having charge of its minute book within sixty (60) days of the delivery of the earliest-dated consent.

(c) Prompt notice of the taking of the nonprofit action without a meeting by less than unanimous written consent shall be given to those members who have not consented in writing or by electronic transmission and who, if the action had been taken at a meeting, would have been entitled to notice of the meeting if the record date for such meeting had been the date that written consents signed by a sufficient number of members to take action were delivered to the Nonprofit Corporation as provided in the Applicable Nonprofit Law.

3.8 Conference Call. One or more members may participate in a meeting of members by means of conference telephone, videoconferencing, or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in this manner shall constitute presence in person at such meeting.

ARTICLE 4. DIRECTORS

4.1 Powers. The business and affairs of the Nonprofit Corporation shall be managed by or under the direction of the Board of Directors (the "Board"), which may exercise all such powers of the Nonprofit Corporation and do all lawful acts and things, subject to any limitations set forth in these Bylaws or the Articles of Incorporation for the nonprofit corporation.

4.2 Number and Term of Office. The number of directors shall be set at 3. Each director shall be at least eighteen (18) years of age. The directors need not be residents of the state of the nonprofit corporation. The directors shall be elected by the members at the annual meeting of members by the vote of members holding of record in the aggregate at least a plurality of the memberships of membership interest of the Nonprofit Corporation present in person or by proxy and entitled to vote at the annual meeting of members. Each director shall be elected for a term until his or her successor shall be elected and shall qualify or until his or her earlier resignation or removal.

4.3 Vacancies. Except as otherwise provided by law, any vacancy in the Board of Directors (the "Board") occurring by reason of an increase in the authorized number of directors or by reason of the death, withdrawal, removal, disqualification, inability to act, or resignation of an acting director shall be filled by the majority of directors then in office and notice of a member meeting shall be provided to the members for the purpose of electing a director to permanently fill such vacancy. Any director may resign at any time by giving written notice to the Board or the Secretary.

4.4 Resignation. Any director may resign at any time by delivering his or her notice in writing or by electronic transmission to the Secretary, such resignation to specify whether it will be effective at a particular time, upon receipt by the Secretary or at the pleasure of the Board. If no such specification is made, it shall be deemed effective at the pleasure of the Board.

4.5 Removal. Subject to any limitations imposed by Applicable Nonprofit Law, any director may be removed from office at any time (i) with cause by the affirmative vote of the holders of 50 percent (50%) of the voting power of all then-outstanding memberships of membership interest of the Nonprofit Corporation entitled to vote. As long as there are permissible reasons that are related to the following:

- Conflict of Interest Matters (legitimately proven or specific matters outlined in COI Policy)
- Actions that negatively impact the reputation of the Charter School
- Inability to remain professional by means of relational attitude that does not allow a positive, productive and amicable atmosphere

4.6 Meetings. Meetings of the Board of Directors (the "Board") may be called by any director or the President on five (5) days' notice to each director, either personally or by telephone, express delivery service, email, or facsimile transmission, and on ten (10) days' notice by mail (effective upon deposit of such notice in the mail). The notice shall specify the purpose of such meeting.

4.7 Quorum and Voting. 50% percent of the total number of authorized directors shall constitute a quorum for transaction of business. The act of a majority of directors present at any meeting at which a quorum is present shall be the act of the Board of Directors (the "Board"), except as provided by law, the Articles of Incorporation, or these Bylaws. Each director present shall have

one vote, irrespective of the number of memberships or membership interest, if any, he or she may hold.

4.8 Action Without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors (the "Board") or of any committee thereof may be taken without a meeting of all members of the Board or committee, as the case may be, with the written consent of a quorum of the Directors, such writing or writings to be filed with the minutes or proceedings of the Board or committee.

4.9 Fees and Compensation. Directors shall be entitled to such compensation for their services as provided by the Executive Director of Education in the amount of \$300.00 per month. This is a fixed sum and in some cases may constitute an additional expense to be provided. This sum will commence Fall 2027 upon the start of the academic year of the charter school. Nothing herein contained shall be construed to preclude any director from serving the Nonprofit Corporation in any other capacity as an officer, agent, employee, or otherwise and receiving compensation therefor.

4.10 Conference Call. One or more directors may participate in meetings of the Board or a committee of the Board by any communication, including videoconference, by means of which all participating directors can simultaneously hear each other during the meeting. Participation in this manner shall constitute presence in person at such meeting.

4.11 Committees. The Board of Directors (the "Board"), by resolution, may create one or more committees, each consisting of one or more directors. Each such committee shall serve at the pleasure of the Board. All provisions under the Statutes and these Bylaws relating to meetings, action without meetings, notice, and waiver of notice, quorum, and voting requirements of the Board of Directors (the "Board") shall apply to such committees and their members.

No such committee shall have the authority to take any action prohibited to committees under Applicable Nonprofit Law, including, but not limited to, amending the Articles of Incorporation or these Bylaws, electing or removing officers or directors, adopting a plan of merger or dissolution, or authorizing the sale, lease, or exchange of all or substantially all of the Nonprofit Corporation's assets, unless such authority is expressly permitted by law and delegated by the Board.

4.12 Organization. At every meeting of the Board, the Chairman of the Board, or, if a Chairman has not been appointed or is absent, the Secretary shall preside over the meeting. The Secretary shall also act as secretary of the meeting.

ARTICLE 5. OFFICERS

5.1 Officers. The officers of the Nonprofit Corporation shall include the following: (a) the Executive Director of Education (b) the Director of Business Development and Operations. The Board does not have authority over the Officers titles or operational roles. Any one person may hold any number of offices of the Nonprofit Corporation at any one time unless specifically prohibited therefrom by law. The salaries and other compensation of the officers of the Nonprofit Corporation shall be fixed by or in the manner designated by the Executive Director of Education upon establishment of the Charter School. If an increase is to be made on these salaries, a formal proposal and vote will be required by the Board for the officer roles.

5.2 Tenure and Duties of Officers.

(a) Subject to any employment contracts that may be in place, all officers shall hold office at the pleasure of the Board and until their successors shall have been duly elected and qualified, unless sooner removed.

(b) The Executive Director and/or the President shall have overall responsibility and authority for management and operations of the Nonprofit Corporation, shall preside at all meetings of the Board of Directors (the "Board") and members, and shall ensure that all orders and resolutions of the Board of Directors (the "Board") and members are implemented. The President shall have the authority to create any entity, either as a wholly-owned subsidiary or with owners additional to the Nonprofit Corporation, as the President may deem appropriate to accomplish any legitimate objective of the Nonprofit Corporation. The President shall be an ex-officio member of all committees and shall have the general powers and duties of management and supervision usually vested in the office of president of a nonprofit corporation.

(c) The Secretary shall attend all meetings of the Board and all meetings of the members and shall act as clerk thereof, and record all the votes of the Nonprofit Corporation and the minutes of all its transactions in a book to be kept for that purpose, and shall perform like duties for all committees of the Board of Directors (the "Board") when required. The Secretary shall give, or cause to be given, notice of all meetings of the members and special meetings of the Board of Directors (the "Board"), and shall perform such other duties as may be prescribed by the Board of Directors (the "Board") or President, and under whose supervision the Secretary shall be. The Secretary shall maintain the records, minutes, and seal of the Nonprofit Corporation and may attest any instruments signed by any other officer of the Nonprofit Corporation.

(d) The Executive Director of Education (Chief Executive Officer) shall be the chief financial officer of the Nonprofit Corporation, shall have responsibility for the custody of the nonprofit funds and securities, shall keep full and accurate records and accounts of receipts and disbursements in books belonging to the Nonprofit Corporation, and shall keep the monies of the Nonprofit Corporation in a separate account in the name of the Nonprofit Corporation. The Treasurer (Chief Financial Officer) shall provide to the President and directors, at the regular meetings of the Board, or whenever requested by the Board, an account of all financial transactions and of the financial condition of the Nonprofit Corporation.

5.3 Execution of Instruments. All contracts, checks, drafts or demands for money and notes and other instruments or rights of any nature of the Nonprofit Corporation shall be signed by the officers of the Nonprofit only.

ARTICLE 6. FISCAL YEAR

6.1 Fiscal Year. The fiscal year of the Nonprofit Corporation shall be the calendar year.

ARTICLE 7. INDEMNIFICATION AND INSURANCE

7.1 Indemnification.

(a) The Nonprofit Corporation shall have the power, to the fullest extent permitted by applicable state law, to indemnify its directors, officers, employees, and other agents. The Board shall have the power to delegate the determination of whether indemnification shall be

given to any such person (except executive officers) to such officers or other persons as the Board shall determine.

(b) The Nonprofit Corporation may, to the fullest extent permitted by applicable state law, purchase and maintain insurance in a reasonable amount on behalf of any person who is or was a director, officer, agent or employee of the Nonprofit Corporation against liability asserted against or incurred by such person in such capacity or arising from such person's status as such. Additionally, the Nonprofit Corporation may purchase life insurance on the life of any member which may, in the discretion of the Nonprofit Corporation or subject to any agreement entered into with such member or his/her estate, be used in connection with the repurchase of such member's memberships upon his/her death.

ARTICLE 10. NOTICES

10.1 Notices.

(a) Whenever written notice is required to be given to any person, it may be given to such person, either personally or by sending a copy thereof through the United States mail, or by email, or facsimile, charges prepaid, to his or her address appearing in the books of the Nonprofit Corporation, or supplied by him or her to the Nonprofit Corporation for the purpose of notice. If the notice is sent by mail it shall be deemed to have been given to the person entitled thereto when deposited in the United States mail. If the notice is sent by email or facsimile, it shall be deemed to have been given at the date and time shown on a written confirmation of the transmission of such facsimile communication. If such notice is related to a member meeting, the notice shall specify the place, day, time of the meeting and the purpose of and general nature of the business to be transacted at such meeting.

(b) Whenever any written notice is required by law, or by the Articles of Incorporation or by these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Attendance of a person, either in person or by proxy, at any meeting shall constitute a waiver of notice of such meeting, except where a person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting was not lawfully convened or called.

ARTICLE 11. AMENDMENTS

11.1 Amendments. The Board is not expressly empowered to adopt, amend, or repeal these Bylaws (or any provision hereof) without mutual written consent from the Chief Executive Officer and Chief Operations Officer. The members do not have authority to reject these initial Bylaws.

ARTICLE 12. MISCELLANEOUS

12.1 Annual Report. The Board shall cause an annual report to be sent to each member of the Nonprofit Corporation not later than 90 days after the close of the Nonprofit Corporation's fiscal year. Such report shall include a balance sheet as of the end of such fiscal year and an income statement and statement of changes in financial position for such fiscal year, accompanied by any report thereon of independent accountants or, if there is no such report, the Nonprofit Bylaws of an authorized officer of the Nonprofit Corporation that such statements were prepared without

audit from the books and records of the Nonprofit Corporation.

12.2 Forum. Unless the Nonprofit Corporation consents in writing to the selection of an alternative forum, the courts of State of California shall be the sole and exclusive forum for (a) any derivative action or proceeding brought on behalf of the Nonprofit Corporation, (b) any action asserting a claim of breach of a fiduciary duty owed by any director, officer, or other employee of the Nonprofit Corporation to the Nonprofit Corporation or the Nonprofit Nonprofit Corporation's members, (c) any action asserting a claim against the Nonprofit Corporation or any director or officer or other employee of the Nonprofit Corporation arising pursuant to any provision of the Applicable Nonprofit Law, the Certificate, or these Bylaws, or (d) any action asserting a claim against the Nonprofit Corporation or any director or officer or other employee of the Nonprofit Corporation governed by the internal affairs doctrine.

12.3 Interpretation. In interpreting these Bylaws, except where the context otherwise requires, (a) "including" or "include" does not denote or imply any limitation, (b) "or" has the inclusive meaning "and/or," (c) the singular includes the plural, and vice versa, and each gender includes each other gender, (d) captions or headings are only for reference and are not to be considered in interpreting these Bylaws, (e) "Section" refers to a section of these Bylaws, unless otherwise stated in these Bylaws, and (f) "day" refers to a calendar day unless expressly identified as a business day.

ARTICLE 13. CONFLICT OF INTEREST POLICY

13.1 As outlined in a separate addendum dated March 23, 2026. (See attached)

CERTIFICATE

The undersigned Executive Director of Education, C.E.O. of Education Outside the Box, a State of California nonprofit corporation, hereby certifies that the foregoing Bylaws are the original Bylaws of the Nonprofit Corporation adopted by the initial director of the Nonprofit Corporation.

Dated: March 23, 2026

Executive Director of Education.
Chief Executive Officer

Melissa Wheeler

Title



Full Name

**ARTICLES OF INCORPORATION
OF
EDUCATION OUTSIDE THE BOX**

**ARTICLE I
NAME**

The name of the corporation is Education Outside the Box .

**ARTICLE II
PRINCIPAL PLACE OF BUSINESS**

The principal place of business of the corporation is 12000 Olive Drive, Bakersfield, CA 93312.

**ARTICLE III
AGENT**

The name and address of the agent for service of process is Melissa Wheeler at 11216 Dee Dee Ct. Bakersfield, CA 93312.

**ARTICLE IV
PURPOSE**

The purpose for which the corporation is organized is to engage in any lawful act or activity for which a corporation may be organized under the General Corporation Law of California other than the banking business, the trust company business or the practice of a profession permitted to be incorporated by the California Corporations Code.

**ARTICLE V
OFFICERS**

The name and address of the officer(s) is:

- Melissa Wheeler, Executive Director of Education, CEO, at 11216 Dee Dee Ct., Bakersfield, CA 93312
- Dusti McDaris, Director of Business Development and Operations, COO, at 3110 Plaza Pines Lane, Shafter, CA 93263

**ARTICLE VI
DURATION**

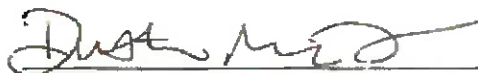
The period of duration of the corporation is perpetual. Dated this 23 day of March, 2026.

I declare I am the person who executed this instrument which execution is my act and deed.



Signature of Incorporator

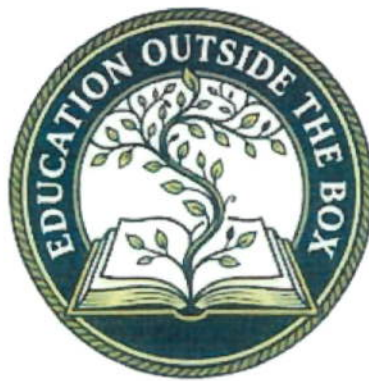
Melissa Wheeler
Name of Incorporator



Signature of Incorporator

Dusti McDaris
Name of Incorporator

GOVERNING BOARD
CONFLICT OF INTEREST
POLICY



CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., EOTB Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of EOTB Charter School ("Charter School"), as specifically required by California Government Code Section 87300. As the Charter School has agreed to comply with conflict of interest provisions of Government Code Section 1090, et. seq, in addition to the Political Reform Act, this Code also conforms to the requirements of Government Code Section 1090.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS

Each designated employee, including governing board members and candidates of appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed with the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a

reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

A. Governing Board Member Designated Employees

Where a Governing Board member has a personal, material financial interest in a contract, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record. Abstention and disclosure will not rescue a vote.

EXHIBIT A
Designated Positions

Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined below.

- A. Members of the Governing Board
- B. Executive Director of Education
- C. Director of Business Development and Operations

Disclosure Categories
Education Outside the Box Charter School

EXHIBIT "A"

CATEGORY 1

Persons in this category shall disclose all interest in real property which is located in whole or in part within two (2) miles of any facility utilized by EOTB Charter School, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property. Persons are not required to disclose a residence, such as a home or vacation cabin, used exclusively as a personal residence; however, a residence in which a person rents out a room or for which a person claims a business deduction may be reportable.

CATEGORY 2

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by EOTB Charter School.

CATEGORY 3

Persons in this category shall disclose all investments and business positions in, and sources of income (including gifts, loans and travel payments) that are from, business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by the designated position's department.

CATEGORY 4

Persons in this category shall disclose all income (including gifts, loans and travel payments) from any EOTB Charter School employee or any known representative or association of such employee, or any business known by the reporting official to be owned or controlled by such employee.

**EOTB Charter School
Exhibit "B"**

Designated Positions	Disclosure Categories
Members of the Governing Board	1, 2, 4
Executive Director of Education	1, 2, 3, 4
Director of Business Development and Operations	1, 2, 3, 4

* Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations: The Executive Director of Education or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Executive Director of Education or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.) Individuals who perform under contract the identical duties of any designated position shall be required to file Statements of Economic Interests disclosing reportable interests in the categories assigned to that designated position.

EFFECTIVE: March 23, 2026

CERTIFICATE OF SECRETARY

I certify that I am the acting Secretary of EOTB Charter School, a California nonprofit public benefit corporation; that the Conflict of Interest Policy, consisting of 5 pages, is the policy of this corporation as adopted by the Chief Executive Officer (Melissa Wheeler) and Chief Operations Officer (Dusti McDaris) on March 23, 2026 that these bylaws have not been amended or modified since that date. These bylaws will be provided to all members of the governing board upon establishment.

Executed on March 23, 2026, at Bakersfield, California.



Dusti McDaris
Director of Business Development and Operations
(Chief Operations Officer)



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

EDUCATION OUTSIDE THE BOX
C/O MELISSA WHEELER
12000 OLIVE DRIVE
BAKERSFIELD, CA 93312

Date:
12/01/2025
Employer ID number:
41-2643778
Person to contact:
Name: K. McEntyre
ID number: 0194881
Telephone: 877-829-5500
Accounting period ending:
August 31
Public charity status:
509(a)(2)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
November 17, 2025
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053723006015

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Budget Narratives

Education Outside the Box

The following budget narratives have been prepared for EOTB (Education Outside the Box). In order to develop an accurate financial projection for the duration of 5 years of the charter, fiscal information and LCFF tools from School Services of California (SSC), Fiscal Crisis & Management Assistance Team (FCMAT), and California charter school fiscal benchmark report has been used. In addition, this budget narrative reflects the most up-to-date information available in regards to the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and Local Control Funding Formula (LCFF).

Assumptions

1.1 Enrollment & Average Daily Attendance

Revenue for EOTB will heavily rely on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. Since ADA mostly drives the funding for EOTB, this budget assumes a conservative 95% attendance rate for the duration of the charter term. The following table enumerates total grade span enrollment figures and ADA projected during the 5-year term of the charter:

	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projection By Grade Level					
TK	10	15	30	45	65
Kinder	10	15	30	45	65
Grade 1	10	15	30	45	65
Grade 2	10	15	30	45	65
Grade 3	10	15	30	45	65
Grade 4	10	15	30	45	65
Grade 5	10	15	30	45	65
Grade 6	10	15	30	45	65
Grade 7	10	15	30	45	65
Grade 8	10	15	30	45	65
Total Projected Enrollment	100	150	300	450	650
Attendance Rate	95%	95%	95%	95%	95%
Grade Span ADA Projection					
TK-3	47.50	71.25	142.50	213.75	308.75
Grades 4-6	28.50	42.75	85.50	128.25	185.25
Grades 7-8	19.00	28.50	57.00	85.50	123.50
Grades 9-12	-	-	-	-	-
Total Projected ADA	95.00	142.50	285.00	427.50	617.50

1.2 Population & Demographics

EOTB intends to enroll a student population that is reflective of the County it resides in. This budget reflects an average unduplicated pupil percentage of 85% throughout the five years of the charter. This estimate was based on the unduplicated pupil percentage of Districts throughout Kern County, such as Bakersfield (92.32%), Kern High (80.13%), Panama-Buena Vista (79.35%), Delano (88.11%), among others, according to the 2025-26 First Principal Apportionment. It also assumes a Free or Reduced Price Meals population of 75% and English Learner Population of 15% in the first year, a conservative reflection of the student population in the geographic area.

Revenues

2.1 Local Control Funding Formula

The Local Control Funding Formula (LCFF) was enacted in 2013-14. The LCFF revenues were projected for EOTB using the FCMAT LCFF Calculator version 26.2a. The following summarizes the LCFF revenue for EOTB, consisting of State Aid, and ILPT:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	1,532,276.00	2,376,117.00	4,903,340.00	7,584,275.54	11,301,391.99
Education Protection Account (EPA) - Current Year	19,000.00	28,500.00	57,000.00	85,500.00	123,500.00
State Aid - Prior Years					
Transfers to Charter Schools in Lieu of Property Taxes					
Other LCFF Transfers					
Total, LCFF Sources	1,551,276.00	2,404,617.00	4,960,340.00	7,669,775.54	11,424,891.99

2.2 Other Revenues

EOTB will comply with special education service needs and will work with El Dorado Special Education Local Planning Area (SELPA) to ensure resources are provided for compliance and effective delivery of special education services. Special Education revenues for EOTB have been projected based on the latest available El Dorado SELPA rates, currently projected at \$160.99/ADA for federal apportionment and \$917.53/ADA for State apportionment.

National School Lunch Program (NSLP) provides federal and state reimbursements for providing meals to students, based on parent/guardian income levels. The latest available reimbursement rates available on CDE have been used to project NSLP federal and state revenues for EOTB.

The following is a summary of anticipated Federal funding:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
A. REVENUES					
2. Federal Revenues					
No Child Left Behind	-	-	-	-	-
Special Education - Federal	-	22,941.08	45,882.15	68,823.23	99,411.33
Child Nutrition - Federal	5,940.00	9,355.50	19,646.55	30,943.32	46,930.70
Other Federal Revenues	-	-	-	-	-
All Other Federal Revenues	-	-	-	-	-
Total Federal Revenues	5,940.00	32,296.58	65,528.70	99,766.54	146,342.02

State Lottery funding has been budgeted at \$190/ADA for Non-Prop 20 and \$82/ADA for Prop 20. Furthermore, the school has budgeted for Mandate Block Grant at \$21.65/PY ADA for K-8, increasing incrementally based on the latest information available at SSC. The following is a summary of anticipated Other State funding for EOTB:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
A. REVENUES					
3. Other State Revenues					
Special Education - State	67,165.35	130,746.03	261,496.05	392,244.08	566,574.76
Child Nutrition - State	7,920.00	12,474.00	26,195.40	41,257.76	62,574.26
School Facilities Apportionments	-	-	-	-	-
Mandated Cost Reimbursement	-	2,050.75	3,167.73	6,574.95	9,862.41
State Lottery Revenue	-	36,760.00	77,520.00	116,280.00	167,960.00
ASES	-	-	-	-	-
Expanded Learning Opportunities Program	-	-	-	-	-
Arts and Music in Schools	-	16,100.65	27,150.08	54,301.65	81,452.93
All Other State Revenues	-	-	-	-	-
Total Other State Revenues	95,085.35	202,130.43	395,550.15	610,656.73	868,424.39

EOTB anticipates receiving local revenues from fundraisers and philanthropic donations. To be conservative, these funds have not been included in the budget. If the school receives these local revenues, it will further improve its operational budget and cash position.

Total revenues for EOTB for the duration of the 5 years are shown below:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
A. REVENUES					
5. TOTAL REVENUES	1,652,301.35	2,639,053.00	5,421,418.65	8,380,200.81	12,459,658.40

Expenditures

3.1 Salaries and Benefits

Projected salaries and benefits expenditures for the duration of the 5-year charter term are based on the staffing figures encapsulated below. The following table shows the anticipated staffing for EOTB in FTE:

Education Outside the Box

Staffing & Positions

SALARY POSITIONS PROJECTION	OBJ Code	2027-28	2028-29	2029-30	2030-31	2031-32
Positions Listed as FTE						
Certificated Classroom Teacher	1100	4.00	7.00	14.00	22.00	36.00
PE, Art, Music Teacher	1100	1.00	1.00	3.00	4.00	5.00
Education Specialist	1100	1.00	2.00	3.00	4.00	5.00
Other Certificated (Counselor, Speech, OT, Psych)	1200	1.00	1.00	3.00	4.00	5.00
Academic Counselor	1300				1.00	1.00
Dean of Students/Curriculum Advisor	1300			1.00	1.00	1.00
Custodian	2200	0.69	0.69	1.38	2.06	2.75
Food Service Coordinator	2200	0.69	0.69	1.38	2.06	2.75
Executive Director	2300	1.00	1.00	1.00	1.00	1.00
Campus Operations/VP	2300	1.00	1.00	1.00	1.00	1.00
Office Manager	2400		1.00	1.00	2.00	3.00
Office Assistant	2400			0.69	0.69	0.69
		10.38	15.38	30.44	44.81	64.19

Teacher salaries for the first year has been projected based on the salary schedule of surrounding Districts and Charter Schools. An average teacher cost (salaries & benefits) is projected to be \$105,985 in year 1 and will grow to \$135,267 by year 5. This includes a starting average teacher salary of \$74,551 in year 1 and a 5% annual salary increase, increasing the average teacher salary to \$90,617 by year 5. This competitive salary structure will ensure that EOTB recruits qualified talent. EOTB will have additional certificated staff (PE, Art, Music, Education Specialist, Speech Language Pathologist, Counselor, Curriculum Advisor, etc.) to offer additional instructional support to teachers and students. The school will also have a full-time Curriculum Advisor/Dean of Students (Year 3) and Academic Counselor (Year 4) to provide additional instructional and curriculum support for the growing student population. Total certificated salaries in Y1 is \$545,528 growing to \$4,917,067 by Y5.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	480,528.69	797,666.56	1,661,124.14	2,613,248.43	4,200,137.40
Certificated Stipends	-	-	-	-	-
Certificated Pupil Support Salaries	85,000.00	89,250.00	281,137.50	393,592.50	516,590.16
Certificated Supervisors' and Administrators' Salaries	-	-	96,000.00	190,800.00	200,340.00
Certificated Bonuses	-	-	-	-	-
Other Certificated Salaries	-	-	-	-	-
Total Certificated Salaries	545,528.69	886,916.56	2,038,261.64	3,197,640.93	4,917,067.56

Non-certificated salaries include positions for Executive Director and Campus Operations/VP to provide instructional, administrative, and operational leadership. These positions will also be responsible for fiscal management of the organization with the support of the back-office service provider. Food Service Coordinator and Custodian have been included in the budget to manage the food service program and promote a positive school environment. In addition, Office Manager (Year 2) and Office Assistant (Year 3) have been included in the budget to provide office administrative tasks and parent support, with the growing student population. All of these positions will also assist in ensuring

compliance with various reporting requirements with different agencies. Total non-certificated salaries are projected to be \$243,003 in year 1 and increase to \$663,465 in year 5, incorporating an annual salary increase of 3%.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	-	-	-	-	-
Non-certificated Support Salaries	50,003.25	51,503.35	106,086.90	163,919.70	225,116.39
Non-certificated Supervisors' and Administrators' Sal	193,000.00	198,790.00	204,753.70	210,886.31	217,223.20
Clerical and Office Salaries	-	59,740.00	85,367.97	151,307.18	221,125.90
Non-certificated Bonuses					
Other Non-certificated Salaries					
Other Non-certificated Substitute					
Total, Non-certificated Salaries	243,003.25	310,033.35	396,218.57	526,123.19	663,465.50

The table below lists the total projected annual employer costs for all employee benefits for the duration of the 5-year charter term. These benefits are statutory and are determined by state and/or federal mandates and are based on current rate factors. Benefits differ by type of employee (certificated or classified) and by full-time, part-time, and/or hourly employee status. EOTB benefits projection includes expenses for Social Security, Medicare, worker's compensation, unemployment insurance, and 403(b) retirement benefits. EOTB will provide health benefits (medical, dental, vision, life) per eligible employees (employees working 30 hours or more per week) at a rate of \$9,600 per year for the first year, increasing to \$21,790 per year by year 5.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
3. Employee Benefits					
OASDI/Medicare/Alternative certificated positions	41,732.94	67,849.12	155,927.02	244,619.53	378,155.67
OASDI/Medicare/Alternative classified positions	18,589.75	23,717.55	30,310.72	40,248.42	50,755.11
Health & Welfare Benefits, certificated positions	57,200.00	132,000.00	351,390.00	642,888.80	1,154,879.33
Health & Welfare Benefits, classified positions	19,200.00	44,250.00	64,050.00	108,281.10	168,873.86
State Unemployment Insurance, certificated positions	3,332.00	5,236.00	11,424.00	17,136.00	25,728.00
State Unemployment Insurance, classified positions	1,606.50	2,082.50	3,064.25	4,124.75	5,325.25
Workers' Compensation Insurance, certificated positions	10,365.05	10,851.41	26,725.97	60,754.18	93,424.28
Workers' Compensation Insurance, classified positions	4,617.00	5,890.63	7,528.15	9,956.34	12,605.84
Other Benefits, certificated positions	27,276.43	44,345.83	101,913.08	159,862.05	245,853.38
Other Benefits, classified positions	12,150.16	15,501.67	19,610.93	26,306.15	33,173.27
Total Employee Benefits	206,059.90	357,724.71	784,115.12	1,314,408.33	2,166,274.00

3.2 Books and Supplies

Under Books and Supplies, many of the core programming cost projections are based on a per pupil allotment. Based on expense trends of similarly sized charter schools operating throughout California, EOTB budgeted \$400 per student on approved textbooks and \$150 per student on books & other reference materials, resulting in a combined amount of \$59,250 in Y1 with increase in out-years based on the growing student population. EOTB expects to have a 1:1 student to computer ratio for all students, and an additional device for parents, budgeting at \$350 per device. Expenses for additional equipment, teacher laptops, and furnishings are also included under non-capitalized equipment. The school also budgeted for replacement cost each year for student computers to accommodate for possible damaged/lost equipment. EOTB also budgeted for costs associated with providing nutritious meals to the students on Fridays when students are on campus, which will be compliant with the National School Lunch/Universal Meals program.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	40,000.00	63,000.00	132,300.00	208,372.50	316,031.63
Books and Other Reference Materials	19,250.00	22,443.75	47,131.88	74,232.70	112,586.27
Materials and Supplies	12,125.00	11,221.88	23,585.94	37,116.35	56,293.13
Noncapitalized Equipment	89,500.00	61,885.00	159,545.44	199,764.64	288,595.17
Food	19,800.00	31,185.00	65,488.50	103,144.39	156,435.65
Total, Books and Supplies	180,675.00	189,735.63	428,031.75	622,630.58	929,941.85

3.3 Services and Operating Expenses

Services and Operating expenditures have been calculated based on benchmark expenditures of similarly sized charter schools currently operating throughout California. Travel has been budgeted at \$51/ADA and conferences budgeted at \$70/ADA, increasing in out-years for school leaders and educators to attend conferences and workshops such as the California Charter Schools Association (CCSA) and Charter School Development Center (CSDC). The school also budgeted for field trip expenses, dues and memberships (Student Information System, Edjoin, CCSA, CSDC), general liability, business/back-office services, legal services, independent auditor fees, banking and accounting fees, and other operating costs using average charter school expenditures of similarly sized schools.

The school budgeted \$120/ADA in educational consultants and \$182/ADA in professional development to enhance teaching practices and improve the school's academic program. The funds will be used to continuously improve the quality of instruction and promote instructional leadership.

EOTB expects to secure a facility that will be more than adequate in operating a non-classroom based school that is reflective of the enrollment projections. The school expects to rent a private facility. The budget includes the cost of a private commercial lease at \$3,000 per month for Y1 (14 months), based on the currently identified site. Facilities cost increase has been allocated at 3%, and the cost of the 2nd site has been added in Y3. This trend will continue in years 4 and 5 as the school adds a 3rd and 4th site.

The school included El Dorado SELPA encroachment & set-aside fees in the budget that align with current El Dorado SELPA rates, currently estimated at 5% of SPED revenue. Special Education Contractor cost includes all outside service provider costs, which is currently estimated at \$265/ADA. Since EOTB expects to hire its own Education Specialists and Speech and Language Pathologist, the outside service provider may include services such as Occupational Therapist, Psychologist, Nurse, Counselor and other SPED services. With increased enrollment and SPED needs at EOTB, the school will consider bringing some of these services in-house to make it more cost-effective.

EOTB budgeted \$1,000 per student (\$125 per month for eight months) under Contracted Services/Extra Curricular Activities for students to engage in experiential learning. Some of these activities will include Music and art lessons, horseback riding, competitive sports teams, dance classes, gymnastics, and swim lessons, among others.

EOTB also budgeted \$150 per student in Y1 with growth in out-years under communication to cover costs for telephone and Internet service, printing, postage, and marketing costs, along with providing internet access for families at home.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
5. Services and Other Operating Expenditures					
Subagreements for Services					
Travel	4,813.65	7,437.09	15,320.40	23,870.02	35,215.74
Conference, Convention, Meeting	6,850.00	10,274.25	21,164.96	32,699.86	48,650.12
Field Trip	3,325.00	5,137.13	10,582.46	16,349.93	24,325.06
Dues and Memberships	19,031.35	19,982.92	20,982.06	22,031.17	23,132.72
Insurance	10,640.00	16,438.80	33,863.93	52,319.77	77,840.19
Operations and Housekeeping Services	9,500.00	9,975.00	10,473.75	10,997.44	11,547.31
Rent	42,000.00	43,250.00	80,557.80	118,974.53	158,543.77
Utilities	7,505.00	11,595.23	23,886.16	36,904.12	54,905.13
Repairs	4,370.00	6,751.65	13,908.40	21,488.48	31,970.08
Leasehold Improvement					
Other Services & Operating Expenses	7,790.00	12,035.55	24,793.23	38,305.54	56,990.14
Audit Fee	4,116.35	4,322.17	4,538.28	4,765.19	5,003.45
Business Services	63,002.32	98,589.30	178,572.24	241,567.93	285,622.30
Bank Charges	950.00	1,467.75	3,023.57	4,671.41	6,950.02
Education Consultants	11,400.00	17,613.00	36,282.78	58,056.90	83,400.20
Legal	16,875.00	18,348.88	19,264.22	20,227.43	21,238.80
Professional Development	17,258.65	26,664.61	54,929.11	84,865.47	126,260.96
Substitute Teachers (Third Party Vendors)	6,175.00	9,540.36	19,653.17	30,364.15	45,175.11
Contracted Services (Extra Curricular Activities)	100,000.00	150,000.00	300,000.00	450,000.00	650,000.00
Special Education Contractors	25,175.00	39,650.63	63,266.31	131,144.44	198,802.40
Special Education Encroachment (set-aside/admin)	4,358.27	7,684.46	15,368.91	23,053.37	33,299.31
Communications	15,000.00	23,625.00	49,612.50	78,139.69	118,511.86
Total Services and Other Operating Expenditures	380,535.58	540,391.77	1,020,044.25	1,498,628.82	2,097,484.66

Under Other Outgo, EOTB budgeted for costs associated with a cash flow loan (8% interest rate) and 1% District Oversight fee, as indicated below:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
7. Other Outgo					
Tuition to Other Schools					
Transfers of Pass-through Revenues to Other LEAs					
Transfers of Apportionments to Other LEAs - Spec. Ed					
Transfers of Apportionments to Other LEAs - All Other					
All Other Transfers					
Debt Service					
Interest	32,666.67	50,000.00	50,000.00	18,000.00	-
Principal					
District Oversight Fee	15,512.75	24,046.17	49,603.40	76,697.76	114,248.92
Total Other Outgo	48,179.43	54,046.17	99,603.40	94,697.76	114,248.92

Total Expenses for EOTB for the duration of the 5 years are shown below:

Description	2027-28	2028-29	2029-30	2030-31	2031-32
B. EXPENDITURES					
8. TOTAL EXPENDITURES	1,603,991.84	2,338,848.18	4,766,274.73	7,254,127.61	10,889,482.49

3.4 Net Income and Reserve Requirement

EOTB plans to exceed a budget reserve equal to 5% of total annual operating expenditures or \$50,000, starting Y2.

Description	2027-28	2028-29	2029-30	2030-31	2031-32
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	48,309.51	300,204.82	655,144.12	1,126,073.20	1,571,175.91

Start-up Costs, Cash Flow, Loans

Start-up Costs, Loans & Line of Credit

As a new charter school, EOTB expects to have start-up costs. The budget includes \$8,000 teacher stipend costs to engage in professional development and curriculum preparation prior to the first day of school. Other start-up expenses include contracting with a legal firm to support with engaging various agencies (IRS, SOS, EDD, etc.) and filing corporation documents (tax-exemption, 1023, Articles of Incorporation, SOI, etc.), develop various school policies (fiscal, operational, student/school-based policies, etc.) and **handbooks**, and provide required trainings (Brown Act, Conflict of Interest, Fiscal, PRA, etc.). Additional start-up expenses identified in the budget include, but are not limited to, two months of additional rent prior to the start of the school year, office furnishings, various books, office and custodial supplies, and non-capitalized equipment.

This financial statement shows positive cashflow months throughout the 5 years of operations. Included in the cash flow is a cash flow loan of \$450,000 in year 1, \$100,000 in year 2, and \$550,000 in year 3, to buffer cash deficit until funding catches up with the school's operational expenditures and growth in enrollment. The school expects to pay back these loans in the amount of \$150,000 in year 1, \$650,000 in year 3, and the remaining \$300,000 in year 4.

EOTB will apply for and expects to receive the CDE revolving loan and PCSGP start-up grant that are available for new charter schools. For conservative purposes, these funds have not been included in the budget. Receipt of these two funds will alleviate start-up costs, reduce borrowing needs, and improve cash flow situation.

EOTB will also engage in active fundraising activities and will request donations from the community to further help with start-up and operational costs. If needed, EOTB will establish a Line of Credit or establish a similar source of capital if the school is faced with unexpected costs/loss of revenue/State deferrals that have not been anticipated in this budget.

The school will engage in conservative budget management and implement a fiscal control policy that is approved by the governing board. Strong fiscal management by school leaders and business consultants will result in fiscal solvency and positive financial position.

EXHIBITS

Education Outside the Box

Enrollment and ADA Projections

	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projection By Grade Level					
TK	10	15	30	45	65
Kinder	10	15	30	45	65
Grade 1	10	15	30	45	65
Grade 2	10	15	30	45	65
Grade 3	10	15	30	45	65
Grade 4	10	15	30	45	65
Grade 5	10	15	30	45	65
Grade 6	10	15	30	45	65
Grade 7	10	15	30	45	65
Grade 8	10	15	30	45	65
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Total Projected Enrollment	100	150	300	450	650
Attendance Rate					
	95%	95%	95%	95%	95%
Grade Span ADA Projection					
TK-3	47.50	71.25	142.50	213.75	308.75
Grades 4-6	28.50	42.75	85.50	128.25	185.25
Grades 7-8	19.00	28.50	57.00	85.50	123.50
Grades 9-12	-	-	-	-	-
Total Projected ADA	95.00	142.50	285.00	427.50	617.50

Education Outside the Box

Staffing & Positions

SALARY POSITIONS PROJECTION		OBJ Code	2027-28	2028-29	2029-30	2030-31	2031-32
Positions Listed as FTE							
Certificated Classroom Teacher	1100		4.00	7.00	14.00	22.00	36.00
PE, Art, Music Teacher	1100		1.00	1.00	3.00	4.00	5.00
Education Specialist	1100		1.00	2.00	3.00	4.00	5.00
Other Certificated (Counselor, Speech, OT, Psych)	1200		1.00	1.00	3.00	4.00	5.00
Certificated Admin	1300						
Academic Counselor	1300					1.00	1.00
Dean of Students/Curriculum Advisor	1300				1.00	1.00	1.00
Instructional Aide	2100						
Paraprofessional	2100						
Campus Monitors	2200						
Custodian	2200		0.69	0.69	1.38	2.06	2.75
Food Service Coordinator	2200		0.69	0.69	1.38	2.06	2.75
Other Classified 1: Food Service Assistant	2200						
Other Classified 2: ELOP/Afterschool IA	2200						
Other Classified 3	2200						
Executive Director	2300		1.00	1.00	1.00	1.00	1.00
Campus Operations/VP	2300		1.00	1.00	1.00	1.00	1.00
Office Manager	2400			1.00	1.00	2.00	3.00
Office Assistant	2400				0.69	0.69	0.69
			10.38	15.38	30.44	44.81	64.19
Health Benefits Eligible - Cert			7.00	11.00	24.00	36.00	53.00
Health Benefits Eligible - Class			2.00	3.69	4.38	6.06	7.75

BUDGET REPORT ASSUMPTIONS	2027-28	2028-29	2029-30	2030-31	2031-32
Projected Enrollment					
Grades K-3	50	75	150	225	325
Grades 4-6	30	45	90	135	195
Grades 7-8	20	30	60	90	130
Grades 9-12	0	0	0	0	0
Total Enrollment	100	150	300	450	650
Percent Change Over Prior Year	--	50.00%	100.00%	50.00%	44.44%
Projected P-2 ADA					
Grades K-3	47.50	71.25	142.50	213.75	308.75
Grades 4-6	28.50	42.75	85.50	128.25	185.25
Grades 7-8	19.00	28.50	57.00	85.50	123.50
Grades 9-12	-	-	-	-	-
Total ADA	95.00	142.50	285.00	427.50	617.50
Percent Change Over Prior Year	--	50.00%	100.00%	50.00%	44.44%
ADA to Enrollment Ratio	0.95	0.95	0.95	0.95	0.95
Demographics					
FRPM Count	75	113	225	338	488
FRPM Percentage	75.00%	75.00%	75.00%	75.00%	75.00%
English Learners Count	15	27	63	108	163
English Learners Percentage	15.00%	18.00%	21.00%	24.00%	25.00%
Unduplicated Pupil Count	85	128	255	383	553
Unduplicated Pupil Percentage	85.00%	85.00%	85.00%	85.00%	85.00%
Revenue Assumptions					
Special Education (State)	917.53	917.53	917.53	917.53	917.53
Special Education (Federal)	160.99	160.99	160.99	160.99	160.99
Mandate Block Grant K-8	21.65	22.37	23.07	23.07	23.07
Mandate Block Grant 9-12	61.43	63.48	65.47	65.47	65.47
Lottery (Prop 20)	82.00	82.00	82.00	82.00	82.00
Lottery (Non-Prop 20)	190.00	190.00	190.00	190.00	190.00
ELO-P Rate 1					
ELO-P Rate 2					
Prop 28 - Arts & Music in Schools Enrollment Rate		124.17	124.17	124.17	124.17
Prop 28 - Arts & Music in Schools FRPM Rate		84.06	84.06	84.06	84.06

Salaries & Benefits Assumptions					
Certificated Classroom Teacher	74,551.25	78,278.81	82,192.75	86,302.39	90,617.51
PE, Art, Music Teacher	70,823.69	74,364.87	78,083.12	81,987.27	86,086.63
Education Specialist	83,500.00	87,675.00	92,058.75	96,661.69	101,494.77
Other Certificated (Counselor, Speech, OT, Psych)	85,000.00	89,250.00	93,712.50	98,398.13	103,318.03
Certificated Admin					
Academic Counselor				90,000.00	94,500.00
Dean of Students/Curriculum Advisor			96,000.00	100,800.00	105,840.00
Instructional Aide					
Paraprofessional					
Campus Monitors					
Custodian	22.25	22.92	23.61	24.31	25.04
Food Service Coordinator	25.60	26.37	27.16	27.97	28.81
Other Classified 1: Food Service Assistant					
Other Classified 2: ELOP/Afterschool IA					
Other Classified 3					
Executive Director	105,000.00	108,150.00	111,394.50	114,736.34	118,178.43
Campus Operations/VP	88,000.00	90,640.00	93,359.20	96,159.98	99,044.78
Office Manager		59,740.00	61,532.20	63,378.17	65,279.51
Office Assistant			22.81	23.49	24.20
Health and Welfare Cost per Employee	9,600	12,000	14,640	17,861	21,790
STRS					
PERS					
Other Benefits - Up to 5% match	5%	5%	5%	5%	5%

Books & Supplies (Cost Per ADA unless noted otherwise)					
Approved Textbooks (New Students)	400	420	441	463	486
Approved Textbooks (Returning Students)	0	0	0	0	0
Books & Other Reference Materials	150	158	165	174	182
Materials and Supplies	75	79	83	87	91
Noncapitalized Equipment (New Students)	475	499	524	550	577
Noncapitalized Equipment (Returning Students)	190	209	220	231	242
Food	198	208	218	229	241
Services & Operating (Cost Per ADA unless noted otherwise)					
Travel	51	52	54	55	57
Conference, Convention, Meeting	70	72	74	76	79
Field Trip	35	36	37	38	39
Dues and Memberships	200	206	213	219	225
Insurance	112	115	119	122	126
Operations and Housekeeping	100	103	106	109	113
Rent	Based on Current Rent Estimate				
Utilities	79	81	84	86	89
Repairs	46	47	49	50	52
Leasehold Improvement	Fixed Cost Per Project				
Other Services & Operating	82	84	87	90	92
Audit	43	45	46	47	49
Business Services	Flat Fee Per Annum				
Bank Charges	10	10	11	11	11
Education Consultants	120	124	127	131	135
Legal	125	129	133	137	141
Professional Development	182	187	193	199	204
Substitute Teachers	65	67	69	71	73
Contracted Services (Extra Curricular Activities)	1,000	1,000	1,000	1,000	1,000
Special Education Contractors	265	278	292	307	322
Special Education (set-aside/admin)	5% of SPED Funding				
Communication	150	158	165	174	182
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	15,513	24,046	49,603	76,698	114,249

Education Outside the Box

Multi-Year Projection

If a charter school uses the following levels of accounting:

☐ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 8100, 7431, 1440-1499, and 9650-9699)

☒ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 8100-8170, 8200-8500, 7431, and 7439)

Description		Object Code	2027-28	2028-29	2029-30	2030-31	2031-32	Assumptions
A REVENUES								
1 LCFF Sources								
State Aid - Current Year		8011	1,532,276.00	2,376,117.00	4,903,340.00	7,584,275.54	11,301,391.99	
Education Protection Account (EPA) - Current Year		8012	19,000.00	28,500.00	57,000.00	85,500.00	123,500.00	
State Aid - Prior Years		8019						
Transfers to Charter Schools in Lieu of Property Taxes		8090						
Other LCFF Transfers		8091, 8097	1,551,276.00	2,404,617.00	4,960,340.00	7,669,775.54	11,424,891.99	
Total LCFF Sources								
2 Federal Revenues								
No Child Left Behind		8200	-	-	-	-	-	
Special Education - Federal		8101, 8102	-	22,641.08	45,862.15	69,021.23	98,431.24	
Charter Education - Federal		8220	5,940.00	9,355.56	19,646.55	30,043.32	40,930.70	
Other Federal Revenues			-	-	-	-	-	
Title I								
Title II								
Title III								
Title IV								
Title V								
All Other Federal Revenues		8110, 8260-8299	-	-	-	-	-	
Total Federal Revenues			5,940.00	32,296.58	65,508.70	99,765.54	149,361.94	
3 Other State Revenues								
Special Education - State		8311	67,505.36	130,748.03	261,496.05	392,244.08	568,574.78	
Charter Education - State		8320	7,020.00	12,474.00	25,195.40	41,287.79	62,374.28	
School Facilities Apportionment		8545	-	2,056.75	3,187.73	6,574.95	9,862.43	
Mandated Cost Reimbursement		8550	-	-	73,422.00	116,260.00	167,960.00	
State Lottery Revenue		8560	-	38,760.00	-	-	-	
ASES		8590	-	-	-	-	-	
Expanded Learning Opportunities Program		8590	-	-	-	-	-	
Arts and Music in Schools		8590	-	18,100.65	27,150.98	54,301.95	81,452.93	
All Other State Revenues		8590	-	-	-	-	-	
Total Other State Revenues			95,025.36	202,139.43	395,555.15	610,659.73	888,424.39	
4 Other Local Revenues								
Food Service Sales		8634	-	-	-	-	-	
All Other Sales		8639	-	-	-	-	-	
Interest		8650	-	-	-	-	-	
Donations		8652	-	-	-	-	-	
All Other Fees and Contracts		8659	-	-	-	-	-	
All Other Local Revenues		8699	-	-	-	-	-	
Total Local Revenues			-	-	-	-	-	
5. TOTAL REVENUES			1,652,301.36	2,630,053.00	5,421,418.85	8,395,200.81	12,459,658.40	

B EXPENDITURES					
1 Certified Salaries					
Certified Teachers Salaries	485,528.69	797,668.56	1,561,124.14	2,613,248.43	4,200,137.40
Certified Stipends					
Certified Pupil Support Salaries	85,000.00	89,750.00	281,137.50	393,592.50	516,560.16
Certified Supervisors and Administrators Salaries			99,000.00	160,800.00	200,340.00
Certified Bonuses	1400				
Other Certified Salaries					
Total Certified Salaries	545,528.69	886,918.56	2,038,261.64	3,167,640.93	4,917,037.56
2 Non-certified Salaries					
Non-certified Instructional Aides Salaries					
Non-certified Support Salaries	50,000.25	61,503.35	108,096.90	163,919.70	225,176.39
Non-certified Supervisors and Administrators Salaries	193,000.00	198,760.00	204,753.70	210,656.31	217,223.20
Central and Office Salaries		69,740.00	85,367.87	161,307.18	221,125.90
Non-certified Bonuses					
Other Non-certified Salaries					
Other Non-certified Schedule					
Total Non-certified Salaries	243,000.25	310,033.35	396,218.57	526,123.19	663,465.50
3 Employee Benefits					
Public Teachers' Retirement System, classified positions					
State Teachers' Retirement System, classified positions					
Public Employees' Retirement System, classified positions					
Public Employees' Retirement System, classified positions	41,732.94	67,949.12	165,927.02	244,619.53	376,155.67
QASDI/Medicare/Alternative, classified positions	18,569.75	23,717.55	30,370.72	40,248.42	50,755.11
QASDI/Medicare/Alternative, classified positions	67,200.00	132,000.00	351,360.00	642,968.80	1,154,879.33
Health & Welfare Benefits, classified positions	19,200.00	44,250.00	64,060.00	108,281.10	166,873.86
Health & Welfare Benefits, classified positions	3,332.00	5,236.00	11,424.00	17,136.00	25,228.00
State Unemployment Insurance, classified positions	1,609.50	2,082.50	3,064.25	4,194.75	5,325.25
State Unemployment Insurance, classified positions					
State Employment Training Tax, classified positions	10,365.05	16,861.41	36,726.87	80,255.10	93,424.28
State Employment Training Tax, classified positions	4,617.05	5,860.63	7,526.15	9,996.34	12,652.84
Workers' Compensation Insurance, classified positions	3662				
Workers' Compensation Insurance, classified positions	1791				
OPFB, Allocated, classified positions					
OPFB, Allocated, classified positions	1792				
OPFB, Active Employees, classified positions	3751				
OPFB, Active Employees, classified positions	1752				
PEBS Reduction, classified positions	3801				
PEBS Reduction, classified positions	3802				
Other Benefits, classified positions	3803	27,276.43	44,345.83	101,913.08	159,882.05
Other Benefits, classified positions	3902	12,150.76	15,501.67	19,810.93	26,306.16
Employee benefits, not per ann	3905				
Employee Paid Taxes	3909				
Total Employee Benefits	205,069.90	357,774.71	784,115.12	1,314,408.33	2,166,274.00
4 Books and Supplies					
Approved Textbooks and Core Curricular Materials	4100	40,000.00	63,000.00	132,300.00	206,372.50
Books and Other Reference Materials	4200	19,260.00	22,443.75	47,131.86	74,232.70
Materials and Supplies	4300	12,125.00	11,221.88	23,665.94	37,116.35
Noncapitalized Equipment	4400	89,500.00	61,685.00	159,545.44	195,764.64
					288,595.17

Profit	4700	19,850.20	31,185.20	65,488.50	103,144.39	156,435.65
Total Books and Surplus		180,675.00	189,735.63	428,031.75	622,630.58	929,841.85
5 Services and Other Operating Expenditures						
Subcommittee for Services						
Travel	5100	4,813.65	7,437.09	15,320.40	23,670.02	35,115.74
5210		6,650.00	10,224.25	21,184.96	32,699.86	48,650.12
5220		3,325.00	5,137.13	10,582.48	16,349.93	24,325.06
5240		9,031.35	19,982.92	20,982.96	22,011.17	23,132.21
5300		9,640.60	4,438.80	33,893.93	52,319.77	77,846.10
5400		9,500.00	9,975.00	10,473.75	10,997.44	11,547.31
Insurance	5500	42,000.00	43,260.00	80,557.80	118,974.53	158,543.77
Operations and Housekeeping Services	5610	7,505.00	12,035.55	24,793.23	38,305.54	56,590.14
Rent	5620	4,370.60	4,372.17	4,518.26	4,765.19	5,003.45
Repairs	5640	7,780.00	88,589.30	178,572.24	241,597.93	285,622.30
Leasehold Improvement	5660	63,652.32	1,487.75	3,023.57	4,871.81	6,950.02
Other Services & Operating Expenses	5670	950.00	17,613.00	36,782.78	56,056.80	83,430.20
Audit Fee	5810	11,400.00	18,346.88	19,264.22	20,227.43	21,236.90
Business Services	5815	16,875.00	26,564.81	54,029.11	84,655.47	126,290.96
Bank Charges	5830	17,258.65	9,540.38	59,653.17	30,364.15	45,175.11
Education Consultants	5840	6,175.00	150,000.00	300,000.00	450,000.00	650,000.00
Legisl	5851	100,000.00	39,650.63	83,266.31	131,144.44	188,992.40
Professional Development	5851	25,175.00	7,984.46	15,388.91	23,053.37	31,290.31
Outsourced Services (Extra Curricular Activities)	5857	4,358.27	23,625.00	49,612.90	78,139.69	118,511.86
Special Education Contractors	5872	15,000.00	540,391.77	1,020,044.25	1,498,626.82	2,037,484.66
Special Education Enrichment (all inside admin)	5900	380,535.55				
Communications						
Total, Services and Other Operating Expenditures						
6 Capital Outlay						
(Objects 6100-6170, 6200-6240, modified account 6250 only)						
Land and Land Improvements	6100-6170					
Buildings and Improvements of Buildings	6200					
Books and Media for New School Libraries or Major Expansion of School Libraries	6300					
Equipment	6400					
Transportation	6500					
Equipment Replacement	6520					
Depreciation Expense (for all account 61-6)						
Total, Capital Outlay						

[illegible]

Education Outside the Box

Cash Flow

2027-28

Beginning Cash Balance		July	Aug.	September	October	November	December	January	February	March	April	May	June	Accrual	Total	Budget	Variance
July 1 Cash =		303,000	155,000	25,887	496,251	383,323	231,233	309,733	308,037	322,645	256,081	315,361					
A. REVENUES																	
1	Total LTF Sources				971,882			280,560	137,865	137,865	142,655	137,865		142,655	1,581,278	1,581,278	-
2	Total Federal Revenue						743	743	743	743	743	743		743	5,940	5,940	-
3	Total Other State Revenue				32,251		960	18,580	990	8,835	8,835	8,835		8,835	56,005	56,005	-
4	Total Local Revenue																-
B. TOTAL REVENUES							1,733	297,882	139,637	147,462	152,232	147,462	9,577	152,232	1,693,301	1,693,301	-
C. EXPENDITURES																	
1	Salaries	1000-1999	48,960	48,960	48,960	48,960	48,960	48,960	48,960	48,960	48,960	48,960	48,960	48,960	545,520	545,520	-
2	Non-Salaries	2000-2999	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	20,250	243,000	243,000	-
3	Employee Benefits	3000-3999	17,791	17,791	17,791	17,791	17,791	17,791	17,791	17,791	17,791	17,791	17,791	17,791	208,870	208,870	-
4	Books and Supplies	4000-4999	28,215	8,840	1,246	10,595	8,745	9,585	8,745	8,745	8,745	8,745	8,745	8,745	150,675	150,675	-
5	Services and Other Operating Expenses	5000-5999	28,621	31,139	31,139	31,139	31,139	31,139	31,139	31,139	31,139	31,139	31,139	31,139	360,538	360,538	-
6	Capital Outlay	6000-6999															-
7	Other Outlay	7000-7999	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	4,293	48,179	48,179	-
D. TOTAL EXPENDITURES															1,693,302	1,693,302	-
E. Operating Cash Flow															48,310	48,310	-
F. OTHER FINANCING SOURCES / USES																	-
1	New Sources	8000-8999															-
2	Less Other Uses	9000-1099															-
G. PRIOR YEAR TRANSACTIONS																	-
1	ACCOUNTS RECEIVABLE																-
2	CAPITAL ASSETS																-
3	ACCOUNTS PAYABLE																-
4	LONG TERM DEBT																-
NET PRIOR YEAR TRANSACTIONS															300,000	300,000	-
F. ENDING CASH BALANCE															198,277	198,277	-

Case Plan

[illegible]

Cash Flow
2023-24

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Accrual	Total	Budget	Variance
July 1 (Last Year)		405,748	917,434	278,606	75,650	467,705	314,420	160,940	52,286	300,309	378,676	491,038	845,817				
A. REVENUES																	
1	State LEPs Income	122,584	122,584	220,650	234,900	220,650	220,650	234,900	234,900	710,984	725,234	710,984	-	725,234	4,960,340	4,960,340	-
2	Local Federal Payments	-	-	-	1,965	1,965	1,965	1,965	1,965	24,608	1,965	1,965	17,026	13,438	65,529	65,529	-
3	Local Other State Revenues	-	14,432	14,432	28,598	31,788	28,598	47,978	28,598	47,978	28,598	28,598	-	47,978	295,550	295,550	-
4	Local Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		122,584	137,016	235,082	265,463	254,003	251,213	284,843	265,463	783,866	755,797	741,547	61,013	786,647	5,421,419	5,421,419	-
B. EXPENDITURES																	
1	Capital Outlay	31,428	162,439	162,439	162,439	162,439	162,439	162,439	162,439	162,439	162,439	162,439	162,439	162,439	2,038,262	2,038,262	-
2	Non-capital Outlay	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	396,219	396,219	-
3	Employee Benefits	44,026	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	784,115	784,115	-
4	Books and Supplies	24,796	113,484	96,609	48,359	24,811	24,811	15,264	24,811	15,264	15,264	15,264	8,835	-	428,032	428,032	-
5	Services and Other Operating Expenses	76,158	76,177	86,094	87,798	87,798	88,713	88,944	88,944	87,540	87,540	87,540	87,540	-	1,020,044	1,020,044	-
6	Capital Outlay	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-	66,000	66,000	-
7	Other Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6. TOTAL EXPENDITURES		216,888	478,643	472,115	423,657	425,685	426,600	393,897	422,924	396,127	393,434	381,798	385,279	-	4,786,275	4,786,275	-
C. Operating Cash Flow		(94,304)	(341,627)	(237,032)	(158,197)	(171,282)	(175,387)	(109,054)	(56,461)	(38,767)	(362,862)	(348,779)	(323,865)	786,647	635,144	635,144	-
D. OTHER FINANCING SOURCES / USES																	
1	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Less: Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1	ACCOUNTS RECEIVABLE	347,705	205,639	102,830	34,277	-	-	-	-	-	-	-	-	-	-	-	-
2	CAPITAL ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	LOANS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET PRIOR YEAR TRANSACTIONS		347,705	205,639	102,830	34,277	-	-	-	-	-	-	-	-	-	-	-	-
F. ENDING CASH BALANCE		405,748	917,434	278,606	75,650	467,705	314,420	160,940	52,286	300,309	378,676	491,038	845,817	786,647	5,421,419	5,421,419	-

Cash Flow
2019-21

Beginning Cash Balance		July	Aug-19	September	October	November	December	January	February	March	April	May	June	Actual	Total	Budget	Variance
		517,811	922,485	710,323	537,818	417,718	307,280	192,786	148,116	543,088	710,333	1,140,490	1,540,290				
A. REVENUES																	
1	Total, CTF Sources	252,809	352,809	450,057	476,432	459,857	455,057	476,432	960,875	960,875	962,000	960,875	960,875	962,000	7,669,776	7,669,776	-
2	Total, Federal Revenues	-	-	-	3,094	3,094	3,094	3,094	3,094	3,094	3,094	3,094	3,094	3,094	99,767	99,767	-
3	Total, Other State Revenues	-	22,327	22,327	44,315	39,890	44,315	73,385	44,315	73,385	44,315	44,315	73,385	73,385	610,659	610,659	-
4	Total, Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B. TOTAL REVENUES		252,809	375,136	472,384	523,641	509,641	502,466	552,911	1,008,284	1,077,560	1,079,409	1,009,684	93,885	1,079,735	8,380,207	8,380,207	-
C. EXPENDITURES																	
1	Capital Outlay	48,890	286,287	286,287	286,287	286,287	286,287	286,287	286,287	286,287	286,287	286,287	286,287	286,287	3,197,641	3,197,641	-
2	Operating Cash Flow	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	43,844	528,123	528,123	-
3	Employee Benefits	76,881	112,521	112,521	112,521	112,521	112,521	112,521	112,521	112,521	112,521	112,521	112,521	112,521	1,314,408	1,314,408	-
4	Supplies and Materials	31,631	171,815	144,860	63,349	36,628	36,628	22,281	36,628	22,281	22,281	22,281	11,787	11,787	622,631	622,631	-
5	Services and Other Operating Expenditures	110,017	110,425	128,569	123,509	131,528	129,009	124,470	126,189	124,189	126,189	126,189	126,189	126,189	1,408,627	1,408,627	-
6	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Other Disput	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	8,391	94,698	94,698	-
D. TOTAL EXPENDITURES		195,324	732,263	744,533	637,941	619,479	619,479	619,479	619,479	619,479	619,479	619,479	619,479	619,479	7,294,128	7,294,128	-
E. OPERATING CASH FLOW		53,485	142,873	127,851	185,700	190,162	182,987	193,432	388,805	458,081	459,930	390,205	321,411	460,256	1,126,073	1,126,073	-
F. OTHER FINANCING SOURCES / USES																	
1	Capital Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Loans, Other Issues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G. PRIOR YEAR TRANSACTIONS																	
1	ACCOUNTS RECEIVABLE	786,647	471,085	256,384	8,965	-	-	-	-	-	-	-	-	-	-	-	-
2	CAPITAL ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	LOANS PAYABLE	300,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET PRIOR YEAR TRANSACTIONS		1,086,647	471,085	256,384	8,965	-	-	-	-	-	-	-	-	-	-	-	-
F. ENDING CASH BALANCE		922,485	780,323	531,818	417,718	307,280	192,786	148,116	543,088	710,333	1,140,490	1,540,290	1,981,087				

Cash Flow
2011 12

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Actual	Budget	Variance
July 1 Cash =		1,051,087	1,640,793	1,381,096	1,062,877	815,836	762,897	654,719	548,465	1,092,209	1,750,344	2,337,857	2,034,694			
A. REVENUES																
1	City of Litchfield	381,202	391,202	704,164	704,079	704,164	704,164	704,164	1,399,834	1,399,834	1,399,834	1,399,834	1,399,834	11,424,892	11,424,892	-
2	Local Federal Revenue	-	-	-	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,403	4,403	29,548	29,548	-
3	Local State Revenue	-	32,407	32,407	32,407	32,407	32,407	32,407	32,407	32,407	32,407	32,407	32,407	196,570	196,570	-
4	Local Loan Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		381,202	423,609	736,571	740,493	740,578	740,578	740,578	1,438,651	1,438,651	1,438,651	1,438,651	1,438,651	12,651,008	12,651,008	-
B. EXPENDITURES																
1	Capital Outlay	50,714	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	4,917,208	4,917,208	-
2	Non-Capital Outlay	50,789	50,789	50,789	50,789	50,789	50,789	50,789	50,789	50,789	50,789	50,789	50,789	603,485	603,485	-
3	Employee Benefits	27,890	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	2,166,274	2,166,274	-
4	Supplies and Services	48,919	240,243	213,368	82,403	54,207	54,207	54,207	54,207	54,207	54,207	54,207	54,207	929,942	929,942	-
5	Debt Service	151,374	151,374	179,069	179,069	179,069	179,069	179,069	179,069	179,069	179,069	179,069	179,069	2,097,485	2,097,485	-
6	Capital Projects	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	114,249	114,249	-
7	Other Projects	448,847	1,485,123	1,485,123	965,203	965,203	965,203	965,203	965,203	965,203	965,203	965,203	965,203	10,888,482	10,888,482	-
8. TOTAL EXPENDITURES		1,080,447	1,885,116	1,885,116	1,122,841	1,122,841	1,122,841	1,122,841	1,122,841	1,122,841	1,122,841	1,122,841	1,122,841	13,888,482	13,888,482	-
C. Operating Cash Flow																
D. OTHER FINANCING SOURCES / USES																
1	Other Sources	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	99,481	-
2	Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. PRIOR YEAR TRANSACTIONS																
1	ACCOUNTS RECEIVABLE	1,075,726	322,720	107,573	-	-	-	-	-	-	-	-	-	-	-	-
2	CAPITAL ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	LOANS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET PRIOR YEAR TRANSACTIONS		1,075,726	322,720	107,573	-	-	-	-	-	-	-	-	-	-	-	-
F. ENDING CASH BALANCE		1,640,793	1,381,096	1,062,877	815,836	762,897	654,719	548,465	1,092,209	1,750,344	2,337,857	2,034,694	2,034,694			

Education Outside the Box

Enrollment and ADA Projections

	2027-28	2028-29	2029-30	2030-31	2031-32
	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Projection By Grade Level					
TK	10	15	30	45	65
Kinder	10	15	30	45	65
Grade 1	10	15	30	45	65
Grade 2	10	15	30	45	65
Grade 3	10	15	30	45	65
Grade 4	10	15	30	45	65
Grade 5	10	15	30	45	65
Grade 6	10	15	30	45	65
Grade 7	10	15	30	45	65
Grade 8	10	15	30	45	65
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Total Projected Enrollment	100	150	300	450	650
Attendance Rate					
	95%	95%	95%	95%	95%
Grade Span ADA Projection					
TK-3	47.50	71.25	142.50	213.75	308.75
Grades 4-6	28.50	42.75	85.50	128.25	185.25
Grades 7-8	19.00	28.50	57.00	85.50	123.50
Grades 9-12	-	-	-	-	-
Total Projected ADA	95.00	142.50	285.00	427.50	617.50

Education Outside the Box

Staffing & Positions

SALARY POSITIONS PROJECTION		OBJ Code	2027-28	2028-29	2029-30	2030-31	2031-32
Positions Listed as FTE							
Certificated Classroom Teacher	1100		4.00	7.00	14.00	22.00	36.00
PE, Art, Music Teacher	1100		1.00	1.00	3.00	4.00	5.00
Education Specialist	1100		1.00	2.00	3.00	4.00	5.00
Other Certificated (Counselor, Speech, OT, Psych)	1200		1.00	1.00	3.00	4.00	5.00
Certificated Admin	1300						
Academic Counselor	1300					1.00	1.00
Dean of Students/Curriculum Advisor	1300				1.00	1.00	1.00
Instructional Aide	2100						
Paraprofessional	2100						
Campus Monitors	2200						
Custodian	2200		0.69	0.69	1.38	2.06	2.75
Food Service Coordinator	2200		0.69	0.69	1.38	2.06	2.75
Other Classified 1: Food Service Assistant	2200						
Other Classified 2: ELOP/AfterSchool IA	2200						
Other Classified 3	2200						
Executive Director	2300		1.00	1.00	1.00	1.00	1.00
Campus Operations/VP	2300		1.00	1.00	1.00	1.00	1.00
Office Manager	2400			1.00	1.00	2.00	3.00
Office Assistant	2400				0.69	0.69	0.69
			10.38	15.38	30.44	44.81	64.19
Health Benefits Eligible - Cert			7.00	11.00	24.00	36.00	53.00
Health Benefits Eligible - Class			2.00	3.69	4.38	6.06	7.75

BUDGET REPORT ASSUMPTIONS	2027-28	2028-29	2029-30	2030-31	2031-32
Projected Enrollment					
Grades K-3	50	75	150	225	325
Grades 4-6	30	45	90	135	195
Grades 7-8	20	30	60	90	130
Grades 9-12	0	0	0	0	0
Total Enrollment	100	150	300	450	650
Percent Change Over Prior Year	--	50.00%	100.00%	50.00%	44.44%
Projected P-2 ADA					
Grades K-3	47.50	71.25	142.50	213.75	308.75
Grades 4-6	28.50	42.75	85.50	128.25	185.25
Grades 7-8	19.00	28.50	57.00	85.50	123.50
Grades 9-12	-	-	-	-	-
Total ADA	95.00	142.50	285.00	427.50	617.50
Percent Change Over Prior Year	--	50.00%	100.00%	50.00%	44.44%
ADA to Enrollment Ratio	0.95	0.95	0.95	0.95	0.95
Demographics					
FRPM Count	75	113	225	338	488
FRPM Percentage	75.00%	75.00%	75.00%	75.00%	75.00%
English Learners Count	15	27	63	108	163
English Learners Percentage	15.00%	18.00%	21.00%	24.00%	25.00%
Unduplicated Pupil Count	85	128	255	383	553
Unduplicated Pupil Percentage	85.00%	85.00%	85.00%	85.00%	85.00%
Revenue Assumptions					
Special Education (State)	917.53	917.53	917.53	917.53	917.53
Special Education (Federal)	160.99	160.99	160.99	160.99	160.99
Mandate Block Grant K-8	21.65	22.37	23.07	23.07	23.07
Mandate Block Grant 9-12	61.43	63.48	65.47	65.47	65.47
Lottery (Prop 20)	82.00	82.00	82.00	82.00	82.00
Lottery (Non-Prop 20)	190.00	190.00	190.00	190.00	190.00
ELO-P Rate 1					
ELO-P Rate 2					
Prop 28 - Arts & Music in Schools Enrollment Rate		124.17	124.17	124.17	124.17
Prop 28 - Arts & Music in Schools FRPM Rate		84.06	84.06	84.06	84.06

Salaries & Benefits Assumptions					
Certificated Classroom Teacher	74,551.25	78,278.81	82,192.75	86,302.39	90,617.51
PE, Art, Music Teacher	70,823.69	74,364.87	78,083.12	81,987.27	86,086.63
Education Specialist	83,500.00	87,675.00	92,058.75	96,661.69	101,494.77
Other Certificated (Counselor, Speech, OT, Psych)	85,000.00	89,250.00	93,712.50	98,398.13	103,318.03
Certificated Admin					
Academic Counselor				90,000.00	94,500.00
Dean of Students/Curriculum Advisor			96,000.00	100,800.00	105,840.00
Instructional Aide					
Paraprofessional					
Campus Monitors					
Custodian	22.25	22.92	23.61	24.31	25.04
Food Service Coordinator	25.60	26.37	27.16	27.97	28.81
Other Classified 1: Food Service Assistant					
Other Classified 2: ELOP/Afterschool IA					
Other Classified 3					
Executive Director	105,000.00	108,150.00	111,394.50	114,736.34	118,178.43
Campus Operations/VP	88,000.00	90,640.00	93,359.20	96,159.98	99,044.78
Office Manager		59,740.00	61,532.20	63,378.17	65,279.51
Office Assistant			22.81	23.49	24.20
Health and Welfare Cost per Employee	9,600	12,000	14,640	17,861	21,790
STRS					
PERS					
Other Benefits - Up to 5% match	5%	5%	5%	5%	5%

Books & Supplies (Cost Per ADA unless noted otherwise)					
Approved Textbooks (New Students)	400	420	441	463	486
Approved Textbooks (Returning Students)	0	0	0	0	0
Books & Other Reference Materials	150	158	165	174	182
Materials and Supplies	75	79	83	87	91
Noncapitalized Equipment (New Students)	475	499	524	550	577
Noncapitalized Equipment (Returning Students)	190	209	220	231	242
Food	198	208	218	229	241
Services & Operating (Cost Per ADA unless noted otherwise)					
Travel	51	52	54	55	57
Conference, Convention, Meeting	70	72	74	76	79
Field Trip	35	36	37	38	39
Dues and Memberships	200	206	213	219	225
Insurance	112	115	119	122	126
Operations and Housekeeping	100	103	106	109	113
Rent	Based on Current Rent Estimate				
Utilities	79	81	84	86	89
Repairs	46	47	49	50	52
Leasehold Improvement	Fixed Cost Per Project				
Other Services & Operating	82	84	87	90	92
Audit	43	45	46	47	49
Business Services	Flat Fee Per Annum				
Bank Charges	10	10	11	11	11
Education Consultants	120	124	127	131	135
Legal	125	129	133	137	141
Professional Development	182	187	193	199	204
Substitute Teachers	65	67	69	71	73
Contracted Services (Extra Curricular Activities)	1,000	1,000	1,000	1,000	1,000
Special Education Contractors	265	278	292	307	322
Special Education (set-aside/admin)	5% of SPED Funding				
Communication	150	158	165	174	182
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorzer Oversight Annual Fee	15,513	24,046	49,603	76,698	114,249

Education Outside the Box
Multi-Year Projection

The charter school uses the following basis of accounting:

- ☐ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☒ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

A. REVENUES		Object Code	2027-28	2028-29	2029-30	2030-31	2031-32	Assumptions
1. LCFF Sources								
State Aid - Current Year	8011	1,532,276.00	2,378,117.00	4,503,340.00	7,584,275.54	11,301,391.99		
Education Protection Account (EPA) - Current Year	8012	19,000.00	20,500.00	57,000.00	85,500.00	123,500.00		
State Aid - Prior Years	8019							
Transfers to Charter Schools in Lieu of Property Taxes	8096							
Other LCFF Transfers	8091, 8097	1,551,276.00	2,404,617.00	4,960,340.00	7,669,775.54	11,424,891.99		
Total LCFF Sources								
2. Federal Revenues								
No Child Left Behind	8290							
Special Education - Federal	8181, 8182		22,941.08	45,882.15	68,823.23	99,411.33		
Child Nutrition - Federal	8220	5,940.00	9,355.50	18,545.55	30,943.32	46,930.70		
Other Federal Revenues								
Title I								
Title II								
Title III								
Title IV								
Title V								
All Other Federal Revenues	8110, 8260, 8290							
Total Federal Revenues		5,940.00	32,296.58	65,528.70	99,766.54	146,342.02		
3. Other State Revenues								
Special Education - State	8311	87,165.35	130,748.03	261,486.05	392,244.08	566,574.78		
Child Nutrition - State	8520	7,920.00	12,474.00	26,195.40	41,257.76	62,574.26		
School Facilities Appropriations	8545							
Mandated Cost Reimbursement	8550		2,056.75	3,187.73	6,574.95	9,862.43		
State Lottery Revenue	8560		38,780.00	77,520.00	116,280.00	167,880.00		
ASES	8590							
Expanded Learning Opportunities Program	8590							
Arts and Music in Schools	8590		18,100.65	27,150.88	54,301.95	81,432.93		
All Other State Revenues	8590							
Total Other State Revenues		95,085.35	202,149.43	395,550.15	610,658.73	888,424.39		
4. Other Local Revenues								
Food Service Sales	9034							
All Other Sales	9638							
Interest	9660							
Donations	9662							
All Other Fees and Contracts	9699							
All Other Local Revenues	9699							
Total Local Revenues								
5. TOTAL REVENUES			1,652,301.35	2,639,053.00	5,421,418.85	8,380,200.81	12,459,658.40	

B. EXPENDITURES

1. Certificated Salaries

Certificated Teachers' Salaries
Certificated Stipends
Certificated Pupil Support Salaries
Certificated Supervisors' and Administrators' Salaries
Certificated Bonuses
Other Certificated Salaries
Total, Certificated Salaries

1100	460,528.69	787,866.56	1,661,124.14	2,613,248.43	4,200,137.40
1101					
1200	95,000.00	89,250.00	281,137.50	393,562.50	516,590.16
1300			96,000.00	190,800.00	200,340.00
1400					
1900	645,528.69	886,916.56	2,038,261.64	3,197,640.93	4,917,067.56

2. Non-certificated Salaries

Non-certificated Instructional Aides' Salaries
Non-certificated Support Salaries
Non-certificated Supervisors' and Administrators' Sal.
Clerical and Office Salaries
Non-certificated Bonuses
Other Non-certificated Salaries
Other Non-certificated Substitute
Total, Non-certificated Salaries

2100					
2200	50,003.25	51,503.35	106,096.60	163,919.70	225,116.39
2300	193,000.00	198,790.00	204,753.70	210,896.31	217,223.20
2400		59,740.00	85,367.97	151,307.18	221,125.90
2600					
2800					
2935	243,003.25	310,033.35	396,218.57	526,123.19	663,465.50

3. Employee Benefits

State Teachers' Retirement System, certificated positions
State Teachers' Retirement System, classified positions
Public Employees' Retirement System, certificated positions
Public Employees' Retirement System, classified positions
OASDI/Medicare/Alternative, certificated positions
OASDI/Medicare/Alternative, classified positions
Health & Welfare Benefits, certificated positions
Health & Welfare Benefits, classified positions
State Unemployment Insurance, certificated positions
State Unemployment Insurance, classified positions
State Unemployment Training Tax, certificated positions
State Unemployment Training Tax, classified positions
Workers' Compensation Insurance, certificated positions
Workers' Compensation Insurance, classified positions
Workers' Compensation Insurance, certificated positions
Workers' Compensation Insurance, classified positions
OPEB, Allocated, certificated positions
OPEB, Allocated, classified positions
OPEB, Active Employees, certificated positions
OPEB, Active Employees, classified positions
PERS Reduction, certificated positions
PERS Reduction, classified positions
Other Benefits, certificated positions
Other Benefits, classified positions
Employee benefits - not pension
Employer Paid Taxes
Total, Employee Benefits

3101					
3102					
3201					
3202					
3301	41,732.94	67,849.12	155,927.02	244,619.53	376,155.67
3302	18,589.75	23,717.55	30,310.72	40,248.42	50,755.11
3401	67,200.00	132,000.00	351,360.00	642,988.80	1,154,879.33
3402	19,200.00	44,250.00	64,050.00	108,261.10	168,873.86
3501	3,332.00	5,236.00	11,424.00	17,136.00	25,228.00
3502	1,606.50	2,082.50	3,064.25	4,194.75	5,325.25
3511					
3512					
3601	10,365.05	18,851.41	36,726.97	60,755.18	93,424.28
3602	4,617.06	5,860.63	7,528.15	9,896.34	12,605.84
3701					
3702					
3751					
3752					
3801					
3802					
3901	27,276.43	44,345.83	101,913.08	159,882.05	245,853.39
3902	12,150.16	15,501.67	19,810.93	26,306.16	33,173.27
3968					
3969					
	206,069.90	357,724.71	784,115.12	1,314,408.33	2,166,274.00

4. Books and Supplies

Approved Textbooks and Core Curricula Materials
Books and Other Reference Materials
Materials and Supplies
Noncapitalized Equipment

4100	40,000.00	63,000.00	132,300.00	208,372.50	316,031.63
4200	19,250.00	22,443.75	47,131.88	74,232.70	112,586.27
4300	12,125.00	11,221.86	23,585.94	37,116.35	56,293.13
4400	89,500.00	61,885.00	158,545.44	199,764.64	288,595.17

Food	4700	19,800.00	31,185.00	65,488.50	103,144.39	156,435.65	
Total, Books and Supplies		180,675.00	189,735.63	428,031.75	622,630.58	929,941.85	
5. Services and Other Operating Expenditures							
Subagreements for Services	5100						
Travel	5210	4,813.65	7,437.09	15,320.40	23,670.02	35,215.74	
Conference, Convention, Meeting	5220	6,650.00	10,274.25	21,164.96	32,699.86	48,650.12	
Field Trip	5240	3,325.00	5,137.13	10,582.48	16,346.93	24,325.06	
Dues and Memberships	5300	19,031.35	19,982.92	20,982.06	22,031.17	23,132.72	
Insurance	5400	10,640.00	16,438.80	33,863.93	52,319.77	77,840.19	
Operations and Housekeeping Services	5500	9,500.00	9,975.00	10,473.75	10,987.44	11,547.31	
Rent	5610	42,000.00	43,200.00	80,557.80	118,974.53	158,543.77	
Utilities	5620	7,505.00	11,505.23	23,886.16	36,904.12	54,905.13	
Repairs	5640	4,370.00	6,751.65	13,908.40	21,488.48	31,970.08	
Leasehold Improvement	5850						
Other Services & Operating Expenses	5800	7,790.00	12,035.55	24,783.23	38,305.54	56,990.14	
Audit Fee	5810	4,116.35	4,322.17	4,538.28	4,765.19	5,003.45	
Business Services	5813	63,602.32	98,589.30	178,572.24	241,597.93	285,622.30	
Bank Charges	5815	950.00	1,467.75	3,023.57	4,671.41	6,950.02	
Education Consultants	5817	11,400.00	17,613.00	36,262.76	56,056.90	83,400.20	
Legal	5830	16,875.00	18,346.88	19,264.22	20,227.43	21,238.80	
Professional Development	5840	17,258.65	26,664.61	54,929.11	84,865.47	126,260.96	
Substitute Teachers (Third Party Vendors)	5851	6,175.00	9,540.38	19,653.17	30,364.15	45,175.11	
Contact Services (Extra Curricular Activities)	5852	100,000.00	150,000.00	300,000.00	450,000.00	650,000.00	
Special Education Contractors	5859	25,175.00	39,650.63	83,266.31	131,144.44	198,902.40	
Special Education Enrichment (set-aside/dm)	5872	4,358.27	7,684.46	15,368.91	23,053.37	33,299.31	
Communications	5900	15,000.00	23,625.00	49,612.50	78,139.69	118,511.86	
Total, Services and Other Operating Expenditures		380,555.98	540,391.77	1,020,044.25	1,498,626.82	2,097,484.66	
6. Capital Outlay							
(Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170						
Buildings and Improvements of Buildings	6200						
Books and Media for New School Libraries or Major	6300						
Expansion of School Libraries	6400						
Equipment	6500						
Equipment Replacement	6600						
Depreciation Expense (for full accrual only)							
Total, Capital Outlay							

7. Other Duqgo	Tuition to Other Schools	7110-7143						
	Transfers of Pass-through Revenues to Other LEAs	7211-7213						
	Transfers of Appointments to Other LEAs - Spec. Ed	7221-7223SE						
	Transfers of Appointments to Other LEAs - All Other	7221-7223AO						
	All Other Transfers	7281-7299						
8. TOTAL EXPENDITURES	Debt Service							
	Interest	7438	32,666.67	30,000.00	50,000.00	18,000.00	-	
	Principal	7439	15,612.76	24,046.17	49,603.40	76,697.76	114,246.92	Assumes 1% of local control
	District Oversight Fee	7500	48,179.43	54,046.17	99,603.40	94,697.76	114,246.92	
	Total Other Duqgo		1,601,991.84	2,108,648.18	4,766,274.73	7,264,127.61	10,888,482.49	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			48,309.51	300,204.82	655,144.12	1,126,073.20	1,571,175.91	
D. OTHER FINANCING SOURCES / USES	1. Other Sources	8930-8979	-	-	-	-	-	
	2. Loans: Other Users	7610 7699	-	-	-	-	-	
	3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	
	4 TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			48,309.51	300,204.82	655,144.12	1,126,073.20	1,571,175.91	

Cash Flow

2027-26

[illegible]

Cash Flow
2018-19

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Actual	Total	Budget	Variance
July Cash		178,977	257,634	167,817	158,846	139,876	89,727	55,646	34,868	51,334	239,634	433,900	161,020				
A. REVENUES																	
1	Total Local Bonds	79,204	79,204	142,567	148,892	142,567	142,567	148,892	300,875	300,875	300,102	300,875	300,875	300,100	2,404,617	2,404,617	-
2	Total Federal Revenues	-	-	-	536	336	936	936	536	12,406	936	936	936	6,671	30,297	30,297	-
3	-GR Other than Revenues	-	4,827	4,827	12,029	14,386	12,029	21,719	12,029	27,886	18,305	18,305	27,995	27,995	202,139	202,139	-
4	-GR Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	TOTAL REVENUES	79,204	84,031	147,394	160,456	157,986	155,531	172,546	313,939	341,376	327,940	320,215	346,686	342,765	2,637,063	2,637,063	-
B. EXPENDITURES																	
1.	Construction Salaries	7,408	79,853	79,853	79,853	79,853	79,853	79,853	79,853	79,853	79,853	79,853	79,853	79,853	868,919	868,919	-
2	Non-Construction Salaries	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	25,636	310,033	310,033	-
3	Supplies & Materials	19,146	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	39,725	145,725	39,725	-
4	Books and Supplies	9,776	37,817	42,542	36,554	11,064	11,064	6,575	11,064	6,575	6,575	6,575	3,455	-	80,726	189,796	-
5	Services and Other Operating Expenditures	42,786	41,021	47,418	44,988	42,458	47,304	49,315	49,315	49,315	49,315	49,315	49,315	-	540,394	540,394	-
6	Capital Outlay	6000,459	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	Other Charge	7100,1298	4,004	4,004	4,004	4,571	4,571	4,571	4,571	4,571	4,571	4,571	4,571	-	54,048	54,048	-
8.	TOTAL EXPENDITURES	108,968	219,459	230,546	222,727	197,737	199,572	193,075	197,864	199,079	193,075	192,075	195,956	-	2,339,848	2,339,848	-
C. Operating Cash Flow		(29,762)	(116,427)	(82,154)	(60,670)	(46,146)	(44,241)	(20,729)	(116,376)	(143,301)	(134,265)	(127,140)	(115,291)	342,765	300,205	300,205	-
D. OTHER FINANCING SOURCES / USES																	
1.	Other Sources	8900,8972													-	-	-
2	Other Uses	7833,7837													-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1	ACCOUNTS RECEIVABLE	142,212	97,389	45,670	15,223	-	-	-	-	-	-	-	-	-	-	-	-
2	CAPITAL ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	LOANS PAYABLE	300,036	91,339	45,670	115,223	-	-	-	-	-	-	-	-	-	400,000	-	-
F. BEGING CASH BALANCE		257,634	167,817	158,846	139,876	89,727	55,646	34,868	191,334	209,534	433,900	567,040	405,149	-	-	-	-

Cash Flow
2023-24

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Actual	Total	Budget	Variance
July 1, 2023		429,749	517,404	278,608	79,840	447,709	314,425	160,940	22,288	325,909	318,619	487,038	842,812				
A. REVENUES																	
1.	Gifts, Off-Source	122,584	122,584	220,606	234,800	220,600	220,600	224,900	719,384	719,384	725,234	719,384	-	725,234	4,960,348	4,960,348	-
2.	Fed. Federal Revenue	-	-	-	1,985	1,985	1,985	1,985	1,985	24,808	1,985	1,985	13,425	13,425	65,250	85,320	-
3.	Other State Revenue	-	14,432	14,432	28,588	31,785	28,588	47,878	28,588	47,878	28,588	28,588	47,878	47,878	399,198	399,597	-
4.	Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5.	TOTAL REVENUES	122,584	137,016	222,638	265,483	254,400	251,213	274,813	744,547	793,688	753,797	741,547	61,413	798,647	5,421,419	5,421,419	-
B. EXPENDITURES																	
1.	Capital Expenses	31,428	182,429	182,429	182,429	182,429	182,429	182,429	182,429	182,429	182,429	182,429	182,429	-	2,038,262	2,038,262	-
2.	Non-capital Expenses	200,000	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	33,018	-	306,219	306,219	-
3.	Employee Benefits	44,426	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	67,244	-	784,115	784,115	-
4.	Grants and S&C	24,759	113,484	96,609	48,309	24,811	24,811	15,384	15,384	15,384	15,384	15,384	8,885	-	428,032	428,032	-
5.	Services and Other Operating Expenditures	76,125	75,677	86,034	86,796	87,708	88,713	84,944	84,944	87,548	87,548	87,548	87,548	-	1,020,044	1,020,044	-
6.	Capital Outlay	6,600	6,600	6,600	6,600	10,467	10,467	10,467	10,467	10,467	10,467	10,467	10,467	-	99,603	99,603	-
7.	Other Outlay	170,128	478,643	472,115	423,607	425,685	408,633	393,487	422,604	396,101	390,434	391,768	345,219	-	4,766,279	4,766,279	-
8.	TOTAL EXPENDITURES	718,648	1,047,643	1,047,115	1,047,607	1,047,685	1,047,633	1,047,487	1,047,604	1,047,101	1,047,434	1,047,168	1,047,219	-	4,766,279	4,766,279	-
C. Operating Cash Flow		69,026	329,763	221,523	161,876	161,724	161,582	161,326	396,943	396,587	396,363	396,587	396,399	798,647	655,144	655,144	-
D. OTHER FINANCING SOURCES / USES																	
1.	Other Sources	830,878	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2.	Other Uses	769,149	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1.	ACCOUNTS RECEIVABLE	342,763	205,609	102,829	24,277	-	-	-	-	-	-	-	-	-	-	-	-
2.	CAPITAL ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4.	LIABILITIES PAYABLE	4,261,000	205,652	102,820	24,277	550,000	-	-	-	-	-	-	-	-	200,000	-	-
NET PRIOR YEAR TRANSACTIONS		-	205,652	102,820	24,277	550,000	-	-	-	-	-	-	-	-	200,000	-	-
F. ENDING CASH BALANCE		517,624	278,608	79,840	447,709	314,425	160,940	22,288	325,909	318,619	487,038	842,812	517,624				

Cash Flow
2020-21

Beginning Cash Balance												JAN 1 Cash =	JAN	August	September	October	November	December	January	February	March	April	May	June	Actual	Total	Budget	Variance
												517,811	922,485	700,323	531,818	417,718	307,280	192,788	143,116	540,000	716,333	1,442,489	1,548,290	1,548,290				

Cash Flow
2021-22

Beginning Cash Balance		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
July 1 Cash		1,651,992	1,642,793	1,301,595	1,082,977	910,036	780,897	624,749	545,485	1,002,309	1,750,345	2,337,857	2,894,694				
A. REVENUES																	
1	Local LCFF Grants	391,820	391,202	704,164	785,039	704,164	704,164	779,039	1,399,634	1,229,634	1,436,508	1,396,634	-	1,436,634	11,424,892	11,424,892	-
2	Total Federal Grants	-	-	-	4,693	4,693	4,693	4,693	4,693	54,369	4,693	4,693	29,548	29,548	146,342	146,342	-
3	1920 CDBG State Revenues	-	32,491	32,491	64,580	74,442	64,580	106,570	64,580	106,570	64,580	64,580	106,570	106,570	888,424	888,424	-
4	Total Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	TOTAL REVENUES	391,820	423,693	738,656	854,312	783,299	773,437	846,302	1,468,907	1,390,603	1,499,782	1,468,907	136,118	1,598,632	12,459,658	12,459,658	-
B. EXPENDITURES																	
1	Capital Outlay	59,744	41,575	441,321	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	441,575	-	4,817,068	4,817,068	-
2	Non-capital Outlay	220,299	16,896	66,289	55,289	55,289	55,289	55,289	55,289	55,289	55,289	55,289	55,289	-	661,463	661,463	-
3	Program Support	127,800	166,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	185,316	-	2,166,274	2,166,274	-
4	Debt and Sinking	45,519	246,243	213,248	89,483	98,287	58,287	35,750	58,287	58,287	35,750	35,750	20,197	-	929,942	929,942	-
5	Services and Other Operating Expenditures	151,574	153,179	178,069	178,069	182,471	178,517	178,115	178,115	178,118	184,720	184,720	184,720	-	2,597,485	2,607,485	-
6	Capital Outlay	620,819	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Other Outlay	100,789	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	9,521	-	114,249	114,249	-
8	TOTAL EXPENDITURES	445,842	1,095,122	1,088,187	897,253	822,439	829,245	902,566	905,363	902,566	912,170	912,170	894,537	-	10,869,482	10,869,482	-
C. Operating Cash Flow																	
		66,048	647,618	213,468	117,059	156,120	156,146	56,284	543,624	668,037	667,612	556,737	700,157	1,098,625	1,597,176	1,597,176	-
D. OTHER FINANCING SOURCES / USES																	
1	Other Sources	583,297	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Less Other Uses	785,789	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1	ACCOUNT RECEIVABLE	646,441	322,720	627,573	-	-	-	-	-	-	-	-	-	-	-	-	-
2	GRANT ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	LEAS PAYABLE	646,441	322,720	627,573	-	-	-	-	-	-	-	-	-	-	-	-	-
F. ENDING CASH BALANCE																	
		1,642,793	1,301,595	1,082,977	910,036	780,897	624,749	545,485	1,002,309	1,750,345	2,337,857	2,894,694	2,194,293	-	-	-	-

LCFF Calculator Caveats

v.26.2a

1/12/2026

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and the calculator may not be useful for all LEAs.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that may not yet be finalized. Therefore, the percentage may change from what is shown in the calculator through final calculation in February of the following fiscal year.

EPA revenue in the 2021-22 fiscal year increased to an unprecedented level of funding which necessitated changes to the calculation. Pursuant to Section 112 of AB 181 (Chapter 52, Statutes of 2022), the 2012-13 Revenue Limit rates for school districts and charter schools were adjusted to reflect statutory COLA increases from 2013-14 through 2021-22. These rates will continue to receive COLA adjustments moving forward.

NEW
2024-25

On the Data Entry tab, there are three new columns that include an additional three years of historical data for local educational agencies. These columns do not create calculations for these years, but may impact the three prior year calculations (PY3, PY2). Districts can use these to enter in audit adjustments or other necessary adjustments from reorganizations or mergers to their attendance, enrollment, unduplicated pupil counts, or charter shift increases or decreases.

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Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator **does not** take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

NEW
2025-26

- The LCFF fire recovery protections for charter schools included in Education Code 46392(g). For specified charter schools that were damaged, destroyed, or directly impacted as a result of a state of emergency that was declared by the Governor in January 2025.

If any of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

School District Calculations

2019-20 certified ADA was adjusted after the R3 certification cycle for school districts that were the sponsoring LEA of a charter school that discontinued operation by the end of 2019-20. This ADA adjustment was only made to accommodate an accurate calculation of the three prior-year average (PY1 2021-22, PY2 2020-21, PY3 2019-20) commencing with the 2022-23 fiscal year.

For districts with **necessary small schools (NSS)**, the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts with necessary small schools should refer to the Instructions tab. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

NEW
2025-26

The calculator does not include the LCFF fire recovery protections for LEAs included in the 2025-26 Education Trailer Bill. A basic aid school district in Los Angeles County that loses local property tax revenue due to the Eaton and Palisades fires in January 2025 will be reimbursed from the state General Fund for losses in the 2024-25 and 2025-26 fiscal years. The reimbursement will follow a schedule submitted by the county and distributed by the state controller no later than September 30, 2025.

NEW
2025-26

The calculator accounts for the impact of district reorganizations that have been certified by the CDE via the PASE system to support more accurate projections. Historical year projections may not align with CDE exhibits for those years. To reconcile historical year calculations to CDE's LCFF Calculation exhibits, manual adjustments must be made to the ADA section for those years in the data entry tab. If needed, FCMAT recommends working with its team to align the historical year calculations with CDE's LCFF Calculation exhibit.

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LCFF Calculator Navigation

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Structure:

1. The LCFF Calculator structure has been built to maintain a standard eight year structure that includes two historical years, one current year and five projection years.
2. The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
3. The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry, all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type	Charter School Projection	School District Projection
Not Identified	Data Entry Sections	Data Entry Sections

- A separate calculation must be prepared for each LEA, either district or charter school.
- Version Numbers will reflect the last two digits of the current projection year, followed by "1" or "2" if additional updates are needed. Letter suffixes such as "1a" or "2b" will be used.
 - version 1 includes prepopulated PY1-PY3 data from the CDC's P-1 Certification.
 - version 2 includes prepopulated PY1-PY3 data from the CDC's P-2 Certification.
 - for example, for the 2025-26 projection year, version v26.1 includes P-1 certification data and version 26.2 includes P-2 certification data.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.
Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.
Primary calculation results tabs: provide calculations and results summaries only. No data is entered on these tabs.
Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. No data is entered on these tabs.
User editable tabs: preformatted graphs and blank worksheet tabs.

LCFF Calculator Navigation

v.26.2a

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Instructions:

1. **Review Caveats:** Important details that may affect LLA calculations are noted in this tab. This tab should be reviewed with each update.
2. **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district calculation or seven-digit school code for a charter school calculation. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. COLA and EPA assumptions should be reviewed and updated to match percentage updates published after the version release.

- **EPA Miscellaneous Adjustments (P-2 Certification only) - cell I23:** For LEAs that need to update the version 1 (spring release) of the LCFF calculator with P-2 certification data before FCMAT publishes its version 2 (summer release), the new field "EPA Miscellaneous Adjustments (P-2 Certification only)" has been added in the P21 column, cell I23. LEAs should enter data in this field only in late June, after the California Department of Education publishes the P-2 certification data and before FCMAT releases the version 2 LCFF calculator. This field is only open in the version 1 of the calculator. An EPA miscellaneous adjustment is calculated once at P-2 and reported on the CDE's P-2 Education Protection Account exhibit, line D-2. This EPA miscellaneous adjustment offsets LCFF State Aid (object 8011).

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; do not enter data in sections that are grayed out.

- **In Lieu of Taxes:** School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

- **Necessary Small Schools:** School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

- **TK Add-on Funding:** ADA for TK students must be entered in this section for the add-on to calculate. TK ADA should also be included in the ADA section to properly calculate the Base.

Supplemental and Concentration Grants.

- **Charter Shift ADA:** Prior year ADA used in the determination of school district funding calculations is based on the greater of current year, prior year and, beginning with 2022-23 fiscal year, three prior year average. The prior year ADA must be adjusted by the net ADA of students who "shifted" between district schools and district sponsored charter schools. Sponsoring school districts should enter the total prior year ADA by grade span of those students who attended district sponsored charter schools in the prior year and returned to attend district schools in the current year in the first section. Total prior year ADA by grade span for students who attended district schools in the prior year, then left to attend a district sponsored charter school should be entered in the second section.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF. If Enter SCHL LCFF ADA or Enter SCHL FTE is in any of the cells in the NSS ADA/FTE section, school districts should enter in the ADA/FTE for the school, and select funding method so the calculator can accurately project funding.

- **NSS Supporting Calculations:** Details related to NSS funding determination are located in the NSS Calculation tab.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (5), then complete either section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers or calculates the in-lieu transfers outside of this tool. Carefully review and follow the instructions located in the in-lieu tax section.

- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span or separately for each charter school. Consolidating all charter school ADA into a single section will calculate a similar result.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3. **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4. **Supporting Calculations:** Details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcft

CDE PASE exhibits

www.cde.ca.gov/ty/aa/pa/exhibits.aspx

CDE Exhibit Guide

www.cde.ca.gov/ty/aa/pa/exhibits.aspx

LCFF Calculator Navigation

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CDE Funding Rates and Information

www.cde.ca.gov/fp/aa/pa/ff/cchcra.asp

ICF9 CALCULATOR	
YES	Is this calculation for a new charter school? (Select from drop down list)
Character	Preparation Type
4/1/2018	Preparation Date

ICF9	
Preparation Title	Education Outside the Box
Created by	Raydon
Email	raydon@icf9.com
Phone	708-444-5181

DATA ONLY - NO CALCULATIONS											
(1.1) UNIVERSITY ASSUMPTIONS											
Supplemental Grant %											
Grant/charter grant (not % of total) Standing CDA & Augmentation/Preparation (standing is calculated by the amount of money given)											
University CDA Augmentation/Preparation Basic Grant Preparation Factor (initial) Add-on, for a CDA preparation factor (University Grant/charter grant)											
TPA Enrollment as % of statewide average (Revenue Limit) TPA Enrollment as % of statewide average (Revenue Limit) Local TPA Actual											
TPA Additional Assumptions (for 2) (Charter only)											
DATA ONLY - NO CALCULATIONS											
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
20180%	20180%	20180%	20180%	20180%	20180%	20180%	20180%	20180%	20180%	20180%	20180%
41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%	41.60%
21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%	21.27%
6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%	6.58%
5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%	5.20%
2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
5	5	5	5	5	5	5	5	5	5	5	5
12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%	12.708011%
22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%	22.2401417%
5	5	5	5	5	5	5	5	5	5	5	5

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

New Charter School Name	First Step Charter for Kids
Year that charter starts operation (start from first class lot)	2023.24

Charter schools should contact sponsoring district(s) for in-law estimates			
--	--	--	--

[illegible]

	2.00%	0.00%	0.50%	1.0%	2.5%	4.5%
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	0
16	0	0	0	0	0	0
17	0	0	0	0	0	0
18	0	0	0	0	0	0
19	0	0	0	0	0	0
20	0	0	0	0	0	0
21	0	0	0	0	0	0
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	0	0	0	0	0	0
39	0	0	0	0	0	0
40	0	0	0	0	0	0
41	0	0	0	0	0	0
42	0	0	0	0	0	0
43	0	0	0	0	0	0
44	0	0	0	0	0	0
45	0	0	0	0	0	0
46	0	0	0	0	0	0
47	0	0	0	0	0	0
48	0	0	0	0	0	0
49	0	0	0	0	0	0
50	0	0	0	0	0	0
51	0	0	0	0	0	0
52	0	0	0	0	0	0
53	0	0	0	0	0	0
54	0	0	0	0	0	0
55	0	0	0	0	0	0
56	0	0	0	0	0	0
57	0	0	0	0	0	0
58	0	0	0	0	0	0
59	0	0	0	0	0	0
60	0	0	0	0	0	0
61	0	0	0	0	0	0
62	0	0	0	0	0	0
63	0	0	0	0	0	0
64	0	0	0	0	0	0
65	0	0	0	0	0	0
66	0	0	0	0	0	0
67	0	0	0	0	0	0
68	0	0	0	0	0	0
69	0	0	0	0	0	0
70	0	0	0	0	0	0
71	0	0	0			

[illegible][illegible][illegible]

[illegible][illegible]

● 44

[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Figure 1 *Real-time RT-PCR analysis of the expression of* *hMMP-13* *in human gingival fibroblasts*

1. Why Location For
Good Entry into it?

Education Outside the Box - Newly Operational Charter

(1) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Traditional Kindergarten and on-line

ADA used for the Traditional Kindergarten and on-line

ADA used for the Traditional Kindergarten and on-line

ADA used for the Traditional Kindergarten and on-line

ADA used for the Traditional Kindergarten and on-line

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ADA used for the Traditional Kindergarten and on-line

ADA used for the Traditional Kindergarten and on-line

Education Outside the Box - Newly Operational Charter

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

4.1) NECESSARY SMALL SCHOOLS MOA

For each school there is a table to be filled in a necessary small school MOA. The table is organized by year, MOA, and FTE for the current and three prior years.

1. NIS 4.1		School Code									
A.1.1.1.1	Current Year FTE MOA										
		Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Grades 13-15	Grades 16-18	Grades 19-21	Grades 22-24	Grades 25-27	Grades 28-30
A.1.1.1.1.1											
A.1.1.1.1.2											
A.1.1.1.1.3											
A.1.1.1.1.4 Number of FTE (rounded up to the next whole number)											
Is this school eligible for NIS funding?											
Type of school											
Type of funding (select one)											
Select funding method:											
7. NIS 4.2											
A.1.1.1.1.1	Current Year FTE MOA										
		Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Grades 13-15	Grades 16-18	Grades 19-21	Grades 22-24	Grades 25-27	Grades 28-30
A.1.1.1.1.2											
A.1.1.1.1.3											
A.1.1.1.1.4 Number of FTE (rounded up to the next whole number)											
Is this school eligible for NIS funding?											
Type of school											
Type of funding (select one)											
Select funding method:											
8. NIS 4.3											
A.1.1.1.1.1	Current Year FTE MOA										
		Grades K-3	Grades 4-6	Grades 7-8	Grades 9-12	Grades 13-15	Grades 16-18	Grades 19-21	Grades 22-24	Grades 25-27	Grades 28-30
A.1.1.1.1.2											
A.1.1.1.1.3											
A.1.1.1.1.4 Number of FTE (rounded up to the next whole number)											
Is this school eligible for NIS funding?											
Type of school											
Type of funding (select one)											
Select funding method:											

[illegible]

Education Outside the Box - Newly Operational Charter

(5) IN-LEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

Complete either section (a) or (b)

a | ALTERNATIVE CALCULATION TOOL

1. Enter the parcel/parcel number(s) from the list located to the right
2. Local jurisdiction of land for the property tax

b | BY LEU TAX CALCULATION BY CHARTER SCHOOL - **Note:** Charters MUST be authorized to bring results into the District via the "Notes" tab

Enter the name and ALTA for each charter school. Add above to any existing in system. In last four boxes, include the name of the charter school, the ALTA for each year from a single parcel.

1	Charter Name	
	Charter ALTA for each year	
	Grades K-2	
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	
	Total ALTA	
2	Charter Name	
	Charter ALTA for each year	
	Grades K-2	
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	
	Total ALTA	
3	Charter Name	
	Charter ALTA for each year	
	Grades K-2	
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	
	Total ALTA	
4	Charter Name	
	Charter ALTA for each year	
	Grades K-2	
	Grades 3-5	
	Grades 6-8	
	Grades 9-12	
	Total ALTA	

Education Outside the Box - Newly Operational Charter

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
3 Charter Name											
Charter Affiliated by grade: none											
Grades 3-5											
Grades 6-8											
Grades 9-12											
Total ALMA											
1 Charter Name											
Charter Affiliated by grade: none											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ALMA											
7 Charter Name											
Charter Affiliated by grade: none											
Grades K-3											
Grades 4-5											
Grades 6-8											
Grades 9-12											
Total ALMA											
8 Charter Name											
Charter Affiliated by grade: none											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ALMA											
9 Charter Name											
Charter Affiliated by grade: none											
Grades K-3											
Grades 4-6											
Grades 7-8											
Grades 9-12											
Total ALMA											

Education Outside the Box - Newly Operational Charter

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
20 Charter Name Charter: AEA by grade: 1-12	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
	Total AEA										
11 Charter Name Charter: AEA by grade: 1-12	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
	Total AEA										
12 Charter Name Charter: AEA by grade: 1-12	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
	Total AEA										
13 Charter Name Charter: AEA by grade: 1-12	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
	Total AEA										
14 Charter Name Charter: AEA by grade: 1-12	Grades K-3										
	Grades 4-6										
	Grades 7-8										
	Grades 9-12										
	Total AEA										

Education Outside the Box - Newly Operational Charter

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

1) Charter Name

Charter: AUSA by grade 1000

Grades K-3

Grades 4-6

Grades 7-12

Total AUSA

2) Charter Name

Charter: AUSA by grade 1000

Grades K-3

Grades 4-6

Grades 7-12

Total AUSA

3) Charter Name

Charter: AUSA by grade 1000

Grades K-3

Grades 4-6

Grades 7-12

Total AUSA

4) Charter Name

Charter: AUSA by grade 1000

Grades K-3

Grades 4-6

Grades 7-12

Total AUSA

5) Charter Name

Charter: AUSA by grade 1000

Grades K-3

Grades 4-6

Grades 7-12

Total AUSA

Page Number	Page Title	Page Content
20	Page 20	Page 20
21	Page 21	Page 21
22	Page 22	Page 22
23	Page 23	Page 23
24	Page 24	Page 24
25	Page 25	Page 25
26	Page 26	Page 26
27	Page 27	Page 27
28	Page 28	Page 28
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93	Page 93	Page 93
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95	Page 95	Page 95
96	Page 96	Page 96
97	Page 97	Page 97
98	Page 98	Page 98
99	Page 99	Page 99
100	Page 100	Page 100

Education Outside the Box - Newly Operational Charter

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

25 Charter Name

Charter AEA by grade level

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Charter AEA

26 Charter Name

Charter AEA by grade level

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Charter AEA

27 Charter Name

Charter AEA by grade level

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Charter AEA

28 Charter Name

Charter AEA by grade level

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Charter AEA

29 Charter Name

Charter AEA by grade level

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Charter AEA

Education Outside the Box - Newly Operational Charter

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
30 Charter Name Culver Acad by 1790-1850 Grades K-3 Grades 4-6 Grades 7-9 Grades 10-12 Total ADA											
31 Charter Name Culver Acad by 1790-1850 Grades K-3 Grades 4-6 Grades 7-9 Grades 10-12 Total ADA											
32 Charter Name Culver Acad by 1790-1850 Grades K-3 Grades 4-6 Grades 7-9 Grades 10-12 Total ADA											
33 Charter Name Culver Acad by 1790-1850 Grades K-3 Grades 4-6 Grades 7-9 Grades 10-12 Total ADA											
34 Charter Name Culver Acad by 1790-1850 Grades K-3 Grades 4-6 Grades 7-9 Grades 10-12 Total ADA											

Education Outside the Box - Newly Operational Charter

2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30

15 Charter Name

Charter School by E-100 - 9/10

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

Charter Name

Charter School by E-100 - 9/10

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

17 Charter Name

Charter School by E-100 - 9/10

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

20 Charter Name

Charter School by E-100 - 9/10

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

28 Charter Name

Charter School by E-100 - 9/10

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

Education Outside the Room - Newly Operational Charter

2019-20

2020-21

2021-22

2022-23

2023-24

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

40 Charter Name

Charter Name

Grades K-5

Grades 6-8

Grades 9-12

Total ADA

41 Charter Name

Charter Name

Grades K-5

Grades 6-8

Grades 9-12

Total ADA

42 Charter Name

Charter Name

Grades K-5

Grades 6-8

Grades 9-12

Total ADA

43 Charter Name

Charter Name

Grades K-5

Grades 6-8

Grades 9-12

Total ADA

44 Charter Name

Charter Name

Grades K-5

Grades 6-8

Grades 9-12

Total ADA

Education Outside the Box - Newly Operational Charter

2019-20 2020-21 2021-22 2022-23 2023-24 2024-25 2025-26 2026-27 2027-28 2028-29 2029-30

45 Charter Name

Charter #2A for profit - 000

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

46 Charter Name

Charter #2A for profit - 000

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

47 Charter Name

Charter #2A for profit - 000

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

48 Charter Name

Charter #2A for profit - 000

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

49 Charter Name

Charter #2A for profit - 000

Grades K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total ADA

Education Outside the Box - Newly Operational Charter											
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Charter Name:											
Teacher / Coach / Staff:											
Student K-2											
Student 3-5											
Student 6-8											
Student 9-12											
Test Area											

FORMAT

Education Outside the Box - Education Outside the Box	V.26.2a	PY1	V.26.2a	4/1/2026	PY2
LOCAL CONTROL FUNDING FORMULA		2023-23			2023-24
Total LCF (Includes Basic Aid Choice and Basic Aid Supplemental Funding)		\$ -	0.00%		\$ -

Education Outside the Box - Education Outside the Box

W26-24

W26-25

4/1/2025

CV

LOCAL CONTROL FUNDING FORMULA

LOT ENTITLEMENT CALCULATION

Calculation Factors

Grades 7-12
Grades 4-6
Grades 7-8
Grades 9-12
Subtract Non-Resident Small School ADA and F funding
Total Base, Supplemental, and Concentration Grant
NYS Allowance

TOTAL BASE

ADD DMS:

Targeted Instructional Improvement Book Loan
Hawaii Tax School Transportation
Small School District Bus Replacement Program
Traditional Intergration (Beginning 2023-24)

ECONOMIC RECOVERY TARGET PAYMENT

LCFF Entitlement Before Adjustments

ADJUSTED LCFF ENTITLEMENT

Gross State Aid

State and Federal Aid

Net State Aid

MINIMUM STATE AID CALCULATION

2012-13 RL/Charter Gen Bg adjusted for ADA

2017-18 NYS Allowance (deficit)

Minimum State Aid Adjustments

Less Current Year Property Taxes/In Lieu

Less Education Protection Account (Enterprise)

Statistical State Aid for Historical RL/Charter General Bg

Categorical Minimum State Aid

Charter School Categorical/Block Grant adjusted for ADA

Minimum State Aid Guarantee Before Provision Factor

Provision Factor

Minimum State Aid Guarantee

CHARTER SCHOOL MINIMUM STATE AND OFFSET

LCFF Entitlement

Minimum State Aid plus Property Taxes including ADA

Offset

Minimum State Aid Prior to Offset

Total Minimum State Aid with Offset

State Aid Before Additional State Aid

ADDITIONAL STATE AID

LCFF State Aid Adjusted for Minimum State Aid Guarantee

LCFF Entitlement, includes Categorical MSA and before COL transfer, Choice & Charter Supplement

Change Over Prior Year

LCFF Entitlement Per ADA (excluding Categorical MSA)

Per ADA Change Over Prior Year

Base and Status (before district only)

LCFF SOURCES INCLUDING EXCESS TAXES

State Aid

Education Protection Account

Property Taxes Net of In Lieu Transfers

Charter School Taxes

2024-25

2025-26

COLA & Adjustment
1.07%

Base Grant Provision
0.00%

Unallocated Equal Percentage
0.00%

Concentration
0.00%

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

COLA & Adjustment
2.30%

Base Grant Provision
0.00%

Unallocated Equal Percentage
0.00%

Concentration
0.00%

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

Supplemental

Concentration

Total

ADA

Base

Grade Span

FCMAT

Education Outside the Box - Education Outside the Box		W-26-2a	PY1	W-26-2a	4/1/2026	CY
LOCAL CONTROL FUNDING FORMULA			2024-25			2025-26
Total LCF Excludes Base And Other and Basic And Supplemental Funding		0.00%	\$ -		0.00%	\$ -

Education Outside the Box - Education Outside the Box

W-26-2a

C71

W-26-2a

C72

LOCAL CONTROL FUNDING FORMULA

LCFF ENTITLEMENT CALCULATION

Calculation Factors

Grades TK-3	Grades 4-6	Grades 7-8	Grades 9-12
1.41%	10.602	10.977	22.722
1.41%	10.602	10.977	22.722
1.41%	10.602	10.977	22.722
1.41%	10.602	10.977	22.722

Subtotal 1 Member-School ADA and Funding
Total Base, Supplemental, and Concentration Grant
MSS Allowance

TOTAL BASE

ADD ONS:

Targeted Instruction/Improvement Block Grant
Home to School Transportation (Not used beginning 2017-18)
Small School District Bus Replacement Program (Not used beginning 2017-18)
Transitional Kindergarten (beginning 2017-18)

ECONOMIC RECOVERY TARGET PAYMENT

LCFF Entitlement before Adjustments

Miscellaneous Adjustments

ADJUSTED LCFF ENTITLEMENT

Local Revenue (including Bond)

Gross State Aid

E-Teacher Protection Account Entitlement

Net State Aid

MINIMUM STATE AID CALCULATION

2012-13 LCFF Charter Grant Adjustment for ADA

2012-13 MSS Allowance (deducted)

Minimum State Aid Adjustments

Less Current Year Property Tax/In Lieu

Less E-Teacher Protection Account Entitlement

Subtotal State Aid for Unfunded RI/Charter General BG

Categorical Minimum State Aid

Charter School Categorical Block Grant adjusted for ADA

Minimum State Aid Guarantee before Duration Factor

Duration Factor

Minimum State Aid Guarantee

CHAPTER SCHOOL MINIMUM STATE AID OFFSET

LCFF-1 Entitlement

Minimum State Aid plus Property Taxes including ADA Offset

Minimum State Aid Prior to Offset

Total Minimum State Aid with Offset

State Aid before Additional State Aid

ADDITIONAL STATE AID

LCFF State Aid, Adjusted for Minimum State Aid Guarantee

LCFF Entitlement, excludes Categorical MSA and before COE transfer, Charter & Charter Supplement

Change Over Prior Year

LCFF Entitlement Per ADA (excluding Categories MSA)

Per ADA Change Over Prior Year

Base Aid Status (school districts only)

LCFF SOURCES INCLUDING EXCESS TAXES

State Aid
Education Protection Account
Property Taxes Net of In Lieu Transfers
Charter In Lieu Taxes

2025-26

2025-26

2025-26

2025-26

2025-26

2025-26

2025-26

2025-26

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2025-26

FCMAT

Calculator Tab

Education Outside the Box - Education Outside the Box		V.26.2a	CV1	V.26.2a	CV2
LOCAL CONTROL FUNDING FORMULA			2026-27		2027-28
Total LCFI (Excludes Base Aid Choice and Base Aid Supplemental Funding)		0.00%	\$	0.00%	\$ 1,551,276

LOCAL CONTROL FUNDING FORMULA

LCFF ENTITLEMENT CALCULATION

Calculation Factors

Grades K-3
Grades 4-6
Grades 7-8
Grades 9-12
Subtract (Necessary Small School ADA and Funding
Total Basic, Supplemental, and Concentration Grant
MSS Allowance

TOTAL BASE

ADD ON'S:

Targeted Instructional Improvements Block Grant
Income-to-School Transportation (See addendum page 203-204)
Small School District Bus Replacement Program (See addendum page 203-204)
Transitional Kindergarten (See addendum page 203-204)

ECONOMIC RECOVERY TARGET PAYMENT

LCFF Entitlement Before Adjustments
Miscellaneous Adjustments
ADJUSTED LCFF ENTITLEMENT

Local Revenue (see page 1)

Gross State Aid

Funding Protection Account Entitlements

Net State Aid

MINIMUM STATE AID CALCULATION

2012-13 All-Charter Base BC adjusted for ADA
2012-13 NIS Allowance (see cited)
Minimum State Aid Adjustments
Less Current Year Property Taxation Limit
Less Education Protection Account Entitlements
Subtotal State Aid (to) Historical All/Charter General SIG
Categories: Minimum State Aid
Charter School Category Block Grant adjusted for ADA
Minimum State Aid Guarantee Before Protection Factor
Minimum State Aid Guarantee
Minimum State Aid Guarantee

CHARTER SCHOOL MINIMUM STATE AID OFFSET

LCFF Entitlement
Minimum State Aid plus Property Taxes reflecting BTA
Offset

New Grant State Aid Prior to Offset

Total Minimum State Aid with Offset

State Aid Before Additional State Aid

ADDITIONAL STATE AID

LCFF State Aid, Adjusted for Minimum State Aid Guarantee

LCFF Entitlement, excludes Category 1 MSA and before COE transfer, Choice & Charter Supplement

Change Over Prior Year

LCFF Entitlement Per ADA (excluding Category 1 MSA)

Per ADA Change Over Prior Year

Base Aid Status (school districts only)

LCFF SOURCES INCLUDING EXCESS TAXES

State Aid
Education Protection Account
Property Taxes Net of in Lieu Transfers
Charter In-Lieu Taxes

2026-29

2029-30

COA & B
Augmentation
3.34%

COA & B
Augmentation
3.48%

Base Grant
0.00%

Base Grant
0.00%

Unduplicated
Poor Percentage
85.00%

Unduplicated
Poor Percentage
85.00%

Concentration
Concentration
85.00%

Concentration
Concentration
85.00%

Total

Total

ADA

ADA

Base

Base

Grade Span

Grade Span

Supplemental

Supplemental

Concentration

Concentration

Total

Total

ADA

ADA

Base

Base

Grade Span

Grade Span

Supplemental

Supplemental

Concentration

Concentration

Total

Total

ADA

ADA

Education Outside the Box - Education Outside the Box		W-28-2a	CY3	W-28-2b	CY4
LOCAL CONTROL FUNDING FORMULA			2028-29		2029-30
Total LFFF [Excludes Basic Aid, Crime and Basic Aid Supplemental Funding]		54.40%	961,841	\$ 2,408,437	
				0.00%	2,927,779
					\$ 4,960,340

Education Outside the Box - Education Outside the Box

4/1/26

EDUCATION PROTECTION ACCOUNT

EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT										
EPA PROPORTIONATE SHARE CAP										
A.1	Total ADA for EPA Minimum									
A.2	Minimum Funding per ADA	\$	200	\$	200	\$	200	\$	200	\$
A.3	EPA Minimum Funding (A.1 * A.2)	\$		\$		\$		\$		\$
EPA PROPORTIONATE SHARE CAP										
B.8.1	2012-13 Deflected Base Rate/Charter Rate (adjusted for COLA eff. 21/22)	\$		\$		\$		\$		\$
B.8.2	Current Year Funded A.3A, excluding NSS	\$		\$		\$		\$		\$
B.11	2012-13 Deflected Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	\$		\$		\$		\$		\$
B.12	Current Year Funded A.3A, including NSS	\$		\$		\$		\$		\$
B.14	Current Year Adjusted NSS Allowance	\$		\$		\$		\$		\$
B.15	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$		\$		\$		\$		\$
B.17	Local Revenue/In Lieu of Property Taxes	\$		\$		\$		\$		\$
B.18	EPA Proportionate Share Cap (B.15 - B.17, if less than 0, B.18 = 0)	\$		\$		\$		\$		\$
EPA PROPORTIONATE SHARE										
C.1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$		\$		\$		\$		\$
C.2	Statewide EPA Proportionate Share Ratio (as of P-2 certification)		0.00000000%		49.68636172%		0.00000000%		0.00000000%	
C.3	EPA Proportionate Share (C.1 * C.2)	\$		\$		\$		\$		\$
EPA ENTITLEMENT										
D.1	EPA Entitlement (if C.3 < B.18, then C.3; else B.18); if C.3 and B.18 < A.3, then A.3)	\$		\$		\$		\$		\$
D.2	Miscellaneous Adjustments**	\$		\$		\$		\$		\$
D.3	Adjusted EPA Entitlement (D.1 + D.2)	\$		\$		\$		\$		\$
D.4	Prior Year Annual Adjustment	\$		\$		\$		\$		\$
D.5	2021 Entitlement before Adjustment	\$		\$		\$		\$		\$
C.2	Statewide EPA Proportionate Share Ratio (as of Annual certification)		12.84814107%		21.03834064%		22.03834064%		49.68636172%	
	Adjusted EPA Allocation (based on calculated CFF Revenue)	\$		\$		\$		\$		\$

*CDE P-2 Certification and Calculated amounts can be compared to determine accruals on Data Entry tab

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of SSNMI EPA when it is overpaid EPA State Aid offsets (CFF State Aid (object 8011)). It is calculated a single time at P-2

Education Outside the Box - Education Outside the Box
EDUCATION PROTECTION ACCOUNT

		2029-30
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A.1	Total ADA for EPA Minimum	285.00
A.2	Minimum Funding per ADA	200
A.3	EPA Minimum Funding (A.1 * A.2)	\$ 57,000
EPA PROPORTIONATE SHARE CAP		
B.1	2012-13 Deficient Base R/Charter Rate (adjusted for COLA eff. 21/22)	\$ -
B.10	Current Year Funded ADA, excluding NSS	285.00
B.11	2012-13 Deficient Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)	-
B.12	Current Year Funded ADA, including NSS	285.00
B.13	Adjusted Term Revenue Limit*	\$ -
B.14	Current Year Adjusted NSS Allowance	\$ -
B.15	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -
B.16	Local Revenue/In lieu of Property Tax	\$ -
B.17	EPA Proportionate Share Cap (B.15 - B.16 + B.17, if less than 0, B.18 + 0)	\$ -
EPA PROPORTIONATE SHARE		
C.1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -
C.2	Statewide EPA Proportionate Share Ratio (as of P.2 certification)	11.00000000%
C.3	EPA Proportionate Share (C.1 * C.2)	\$ -
EPA ENTITLEMENT		
D.1	EPA entitlement (if C.3 < B.18, then C.3 else B.18; if C.3 and B.18 < A.3, then A.3)	\$ 57,000
D.2	Miscellaneous Adjustments**	\$ -
D.3	Adjusted EPA Entitlement (D.1 - D.2)	\$ 57,000
D.4	Prior Year Annual Adjustment	-
D.5	P2 Entitlement Net of PY Adjustment	\$ 57,000
C.2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	0.00000000%
	Adjusted EPA Allocation (used to calculate LCF Revenue)	\$ 57,000

*CDE P.2 Certification and Calculated columns can be compared to determine accuracy of
 **A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of ASU

Education Outside the Box - Education Outside the Box										
4/1/2026										
2022-23										
2023-24										
2024-25										
2025-26										
2026-27										
2027-28										
2028-29										
2029-30										
General Assumptions										
COA & Augmentation	13.26%	8.22%	1.07%	2.80%	2.41%	4.00%	3.34%	1.14%		
Base Grant Provision Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Add on: LRI & MSA Provision Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Student Assumptions										
Enrollment Count										
Un-duplicated Pupil Count (UPC)										
Un-duplicated Pupil Percentage (UPP)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Current Year LCFE Average Daily Attendance (MDA)										
Funded LCFE ADA										
LCFE ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year		
Current Year Necessary Small School (NSSI) ADA										
Funded NSS ADA										
LCFE Entitlement Summary										
Base Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,042,245	\$1,615,623	\$3,332,705		
Grade Span Adjustment						\$1,485	\$2,803	\$7,000		
Adjusted Base Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,093,730	\$1,598,486	\$3,303,705		
Supplemental Grant						186,274	288,742	595,930		
Concentration Grant						213,668	331,205	653,328		
Total Base, Supplemental and Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,493,672	\$2,218,433	\$4,552,963		
Allowance Necessary Small School										
Add on: Targeted Instructional Improvement Block Grant										
Add on: Tiered to School Transportation										
Add on: Small School District Btu Replacement Program										
Add on: Economic Recovery Target										
Add on: Transitional Kindergarten										
Total Allowance and Add-On Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$5,604	\$6,184	\$17,783		
Total LCFE Entitlement Before Adjustments (includes Additional State Aid)	\$ -	\$ -	\$ -	\$ -	\$ -	\$55,604	\$66,184	\$177,783		
Miscellaneous Adjustments										
Total LCFE Entitlement (includes Additional State Aid)	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,551,276	\$2,404,617	\$4,960,340		
LCFE Entitlement Per ADA (includes Categorical MSA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$16,329	\$16,875	\$17,405		
Additional State Aid										
Total LCFE Entitlement with Additional State Aid						\$1,551,276	\$2,404,617	\$4,960,340		
LCFE Sources Summary										
Funding Source Summary										
Local Revenue and in Lieu of Property Taxes (not for school district)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Net State Aid (includes Additional State Aid)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total Funding Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,551,276	\$2,404,617	\$4,960,340		

Education Outside the Box - Education Outside the Box										4/1/2026
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30		
Funding Source by Resource-Object										
State Aid (Resource Code 0000, Object Code 8011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,532,276	\$ 2,376,117	\$ 4,903,340		
EPA, Current Year (Resource 1400, Object Code 8012)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,400	\$ 28,500	\$ 57,050		
(Prior Current Year Amount)										
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(Last New Year Amount)										
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.0020%	\$ 0.0020%	\$ 0.0040%		
% Change	-	-	-	-	-	0.0000%	0.0000%	0.0000%		
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	-	-	-	-		
Entitlement and Source Reconciliation										
Basic And/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Total LCIF Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,551,276	\$ 2,404,617	\$ 4,960,340		
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Additional EPA W-9000 Environment (excess to LCIF entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 551,276	\$ 2,414,617	\$ 4,960,340		
Total Funding Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 551,276	\$ 2,414,617	\$ 4,960,340		
LCAP Percentage to Increase or Improve Services Calculation										
Base Grant (Excludes add-ons for Title A Transportation)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,151,334	\$ 1,784,624	\$ 4,081,488		
Supplemental and Concentration Grants funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 819,943	\$ 619,943	\$ 1,276,852		
Projected Additional 1% Concentration Grant funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,408	\$ 75,432	\$ 157,667		
Percentage to increase or improve services	-	-	-	-	-	0.00%	0.00%	0.00%		

[illegible]

Education Outside the Box - Education Outside the Box									
4/1/2026									
PER-ADA FUNDING LEVELS									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 10,119.00	\$ 10,951.00	\$ 11,006.00	\$ 11,323.00	\$ 11,595.00	\$ 16,111.75	\$ 16,856.39	\$ 17,386.05	
Grades 4-6	\$ 9,404.00	\$ 10,069.00	\$ 10,177.00	\$ 10,411.00	\$ 10,662.00	\$ 14,908.62	\$ 15,449.94	\$ 15,986.88	
Grades 7-8	\$ 9,580.00	\$ 10,387.00	\$ 10,478.00	\$ 10,719.00	\$ 10,977.00	\$ 15,442.25	\$ 15,958.22	\$ 16,459.17	
Grades 9-12	\$ 11,391.00	\$ 12,327.00	\$ 12,460.00	\$ 12,746.00	\$ 13,053.00	\$ 18,361.98	\$ 18,974.87	\$ 19,570.04	
Base Grants:									
Grades TK-3	\$ 5,166	\$ 9,919	\$ 10,025	\$ 10,256	\$ 10,503	\$ 10,824	\$ 11,106	\$ 11,537	
Grades 4-6	\$ 9,304	\$ 10,009	\$ 10,177	\$ 10,411	\$ 10,662	\$ 10,988	\$ 11,355	\$ 11,712	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 10,977	\$ 11,413	\$ 11,691	\$ 12,054	
Grades 9-12	\$ 11,107	\$ 12,015	\$ 12,194	\$ 12,423	\$ 12,722	\$ 13,111	\$ 13,507	\$ 13,974	
Grade Span Adjustment									
Grades TK-3	\$ 999	\$ 1,032	\$ 1,043	\$ 1,067	\$ 1,092	\$ 1,226	\$ 1,263	\$ 1,200	
Grades 9-12	\$ 289	\$ 312	\$ 316	\$ 323	\$ 331	\$ 341	\$ 352	\$ 363	
Projected Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 10,119	\$ 10,951	\$ 11,068	\$ 11,323	\$ 11,595	\$ 11,950	\$ 12,349	\$ 12,747	
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,411	\$ 10,662	\$ 10,988	\$ 11,355	\$ 11,712	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 10,977	\$ 11,113	\$ 11,691	\$ 12,058	
Grades 9-12	\$ 11,391	\$ 12,327	\$ 12,460	\$ 12,746	\$ 13,053	\$ 13,452	\$ 13,901	\$ 14,317	
Projected Base Grants									
Grades TK-3	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,256	\$ 10,503	\$ 10,824	\$ 11,186	\$ 11,517	
Grades 4-6	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,411	\$ 10,662	\$ 10,988	\$ 11,385	\$ 11,712	
Grades 7-8	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,719	\$ 10,977	\$ 11,113	\$ 11,691	\$ 12,058	
Grades 9-12	\$ 11,107	\$ 12,015	\$ 12,194	\$ 12,423	\$ 12,722	\$ 13,111	\$ 13,549	\$ 13,974	
Projected Grade Span Adjustment									
Grades TK-3	\$ 951	\$ 1,032	\$ 1,043	\$ 1,067	\$ 1,092	\$ 1,216	\$ 1,263	\$ 1,201	
Grades 9-12	\$ 289	\$ 312	\$ 316	\$ 323	\$ 331	\$ 341	\$ 352	\$ 363	
Supplemental Grant									
Maximum - 1.00 ADA, 100% UPF		20%	20%	20%	20%	20%	20%	20%	
Grades TK-3	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,265	\$ 2,319	\$ 2,390	\$ 2,470	\$ 2,547	
Grades 4-6	\$ 1,861	\$ 2,014	\$ 2,015	\$ 2,087	\$ 2,142	\$ 2,198	\$ 2,272	\$ 2,342	
Grades 7-8	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,144	\$ 2,195	\$ 2,263	\$ 2,338	\$ 2,412	
Grades 9-12	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,549	\$ 2,611	\$ 2,690	\$ 2,780	\$ 2,867	
Actual - 1.00 ADA, Local UPF as follows:									
Grades TK-3	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 85.00%	\$ 85.00%	\$ 85.00%	
Grades 4-6	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 2.04%	\$ 2.04%	\$ 2.16%	
Grades 7-8	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 1.99%	\$ 1.99%	\$ 1.99%	
Grades 9-12	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 2.36%	\$ 2.36%	\$ 2.43%	
Concentration Grant (>55% population)									
Maximum - 1.00 ADA, 100% UPF		65%	65%	65%	65%	65%	65%	65%	
Grades TK-3	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,360	\$ 7,537	\$ 7,768	\$ 8,027	\$ 8,279	
Grades 4-6	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,767	\$ 6,940	\$ 7,147	\$ 7,381	\$ 7,613	
Grades 7-8	\$ 6,727	\$ 7,239	\$ 7,311	\$ 7,467	\$ 7,635	\$ 7,833	\$ 8,059	\$ 8,288	
Grades 9-12	\$ 7,904	\$ 8,013	\$ 8,099	\$ 8,285	\$ 8,484	\$ 8,744	\$ 9,016	\$ 9,219	
Actual - 1.00 ADA, Local UPF >55% as follows:									
Grades TK-3	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 30.0000%	\$ 30.0000%	\$ 30.0000%	
Grades 4-6	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 2.320	\$ 2,408	\$ 2,484	
Grades 7-8	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 2,143	\$ 2,280	\$ 2,351	
Grades 9-12	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 0.00%	\$ 2,206	\$ 2,280	\$ 2,351	

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

1 Property Taxes per ADA

2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA

1 Property taxes per ADA x District of Residence ADA

2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of in-lieu use the Alternative Calculation tool on the Data Entry tab

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Local Property Taxes (w/out RDA)	\$	\$	\$	\$	\$	\$	\$	\$
District LCFF ADA								
Total Charter LCFF ADA								
Property Taxes per ADA	\$	\$	\$	\$	\$	\$	\$	\$
Funding Method:								
Property Taxes per ADA	\$	\$	\$	\$	\$	\$	\$	\$
LCFF Funding per ADA								
Alternative Calculation								
Certified In-Lieu Taxes								
In-Lieu of Property Tax Transfer Total	\$	\$	\$	\$	\$	\$	\$	\$

Prior Year Basic Aid Status

1	ADA	1 In-Lieu at Property Tax/ADA	\$	\$	\$	\$	\$	\$	\$	\$
2	ADA	2 In-Lieu at LCFF Adj Base Grant/ADA	\$	\$	\$	\$	\$	\$	\$	\$
3	ADA	1 In-Lieu at Property Tax/ADA	\$	\$	\$	\$	\$	\$	\$	\$
4	ADA	2 In-Lieu at LCFF Adj Base Grant/ADA	\$	\$	\$	\$	\$	\$	\$	\$
5	ADA	1 In-Lieu at Property Tax/ADA	\$	\$	\$	\$	\$	\$	\$	\$
6	ADA	2 In-Lieu at LCFF Adj Base Grant/ADA	\$	\$	\$	\$	\$	\$	\$	\$

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
7	RATES												
8	2022-23												
9													
10													
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12													
13													
14													
15													
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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span												
5	adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive												
6	amount. Supplemental and Concentration grants are not affected by this calculation.												
69	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
70	NSS FUNDING CALCULATIONS						NSS 1	NSS 2	NSS 3	NSS 4	NSS 5		
71	Eligibility as a NSS						Eligible	Eligible	Eligible	Eligible	Eligible		
72	Type of NSS school						Not NSS	Not NSS	Not NSS	Not NSS	Not NSS		
73	NSS Allowance if funded as NSS & on prior year												
74	NSS allowance level						-	-	-	-	-		
75	NSS Allowance using PY						-	-	-	-	-		
76	NSS Add-on using PY						-	-	-	-	-		
77	Total NSS Allowance using PY						-	-	-	-	-		
78	NSS Allowance if funded as NSS & on 3 PY average												
79	NSS allowance level						-	-	-	-	-		
80	NSS Allowance using 3 PY average						-	-	-	-	-		
81	NSS Add-on using 3 PY average						-	-	-	-	-		
82	Total NSS Allowance using 3 PY average						-	-	-	-	-		
83	NSS Allowance if funded as NSS & on current year												
84	NSS allowance level						-	-	-	-	-		
85	NSS Allowance using CY						-	-	-	-	-		
86	NSS Add-on using CY						-	-	-	-	-		
87	Total NSS Allowance using CY						-	-	-	-	-		
88	NSS allowance level >0?						NO	NO	NO	NO	NO		
89	NSS Allowance if funded as NSS is based on						Current Yr	Current Yr	Current Yr	Current Yr	Current Yr		
90	NSS Funding						-	-	-	-	-		
91	NSS ADA Grades TK-3						-	-	-	-	-		
92	Grades 4-6						-	-	-	-	-		
93	Grades 7-8						-	-	-	-	-		
94	Grades 9-12						-	-	-	-	-		
95	Total						-	-	-	-	-		
96	NSS allowance Level						-	-	-	-	-		
97													
98													
99	2022-23												
100	Funded P2 NSS ADA and NSS Allowances						NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL	
101	Best funding option calculated is:						LCFF	LCFF	LCFF	LCFF	LCFF		
102	Selected funding method:						LCFF	LCFF	LCFF	LCFF	LCFF		
103	NSS Allowance												
104	Third Prior Year 2019-20												
105	NSS ADA												
106	Grades TK-3						-	-	-	-	-	-	
107	Grades 4-6						-	-	-	-	-	-	
108	Grades 7-8						-	-	-	-	-	-	
109	Grades 9-12						-	-	-	-	-	-	
110	P2 NSS ADA						-	-	-	-	-	-	
111	Second Prior Year 2020-21												
112	NSS ADA												
113	Grades TK-3						-	-	-	-	-	-	
114	Grades 4-6						-	-	-	-	-	-	
115	Grades 7-8						-	-	-	-	-	-	
116	Grades 9-12						-	-	-	-	-	-	
117	P2 NSS ADA						-	-	-	-	-	-	
118	Prior Year 2021-22												
119	NSS ADA												
120	Grades TK-3						-	-	-	-	-	-	
121	Grades 4-6						-	-	-	-	-	-	
122	Grades 7-8						-	-	-	-	-	-	
123	Grades 9-12						-	-	-	-	-	-	
124	P2 NSS ADA						-	-	-	-	-	-	
125	NSS Allowances						-	-	-	-	-	-	
126	Current Year 2022-23												
127	NSS ADA												
128	Grades TK-3						-	-	-	-	-	-	
129	Grades 4-6						-	-	-	-	-	-	
130	Grades 7-8						-	-	-	-	-	-	
131	Grades 9-12						-	-	-	-	-	-	
132	P2 NSS ADA						-	-	-	-	-	-	
133	NSS Allowances						-	-	-	-	-	-	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
134	Funded	NSS allowance Level		-	-	-	-	-	-	-	-	-	-
135		NSS ADA		-	-	-	-	-	-	-	-	-	-
136		Grades TK-3		-	-	-	-	-	-	-	-	-	-
137		Grades 4-6		-	-	-	-	-	-	-	-	-	-
138		Grades 7-8		-	-	-	-	-	-	-	-	-	-
139		Grades 9-12		-	-	-	-	-	-	-	-	-	-
140		P2 NSS ADA		-	-	-	-	-	-	-	-	-	-
141		NSS Allowances		-	-	-	-	-	-	-	-	-	-
142	Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA		Rates		Amounts				Total			
143				Base		Grade Span		Base		Grade Span			
144		Grades TK-3		-	9,166	953		-	-				
145		Grades 4-6		-	9,304			-	-				
146		Grades 7-8		-	9,580			-	-				
147		Grades 9-12		-	11,102	289		-	-				
148	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA			-	-			-	-				
149	Adjusted NSS Allowance (Deficit) for EPA			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
150	Funding at 12-13 levels (deficit)												
151	NSS Allowances			-	-	-	-	-	-				
152	NSS Add-on			-	-	-	-	-	-				
153	NSS Add-on per ADA			-	-	-	-	-	-				
154	Funded ADA			-	-	-	-	-	-				
155	NSS Add-on			-	-	-	-	-	-				
156	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
157													
158													
159													
160	RATES		2023-24		12/13 deficit rate		The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42202). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the						
161	ADA	Level / # FTE	Allowance										
162	Elementary												
163	1 - 24	1	268,348	151.414									

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
164	25 - 48	7	531,045	302,829	lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.								
165	49 - 72	7	793,973	454,243									
166	73 - 96	4	1,056,570	605,656									
167	High School												
168	1 - 19	1	226,141	122,901									
169	1 - 19	2	322,471	245,803									
170	1 - 19	3	716,202	545,921									
171	20 - 38	4	877,412	668,822									
172	39 - 57	5	1,038,623	791,725									
173	58 - 71	6	1,199,833	914,026									
174	72 - 86	7	1,361,044	1,037,527									
175	87 - 100	8	1,522,254	1,160,429									
176	101 - 114	9	1,683,465	1,283,330									
177	115 - 129	10	1,844,675	1,406,233									
178	130 - 143	11	2,005,886	1,529,133									
179	144 - 171	12	2,167,097	1,652,035									
180	172 - 210	13	2,594,797	1,774,936									
181	211 - 248	14	3,063,276	1,897,838									
182	249 - 286	15	3,531,767	2,020,739									
183													
184	NSS Add-on per ADA												
185	ADA & NSS FTE												
186													
187	Third PY ADA (net of charter shift)												
188	2020-21 Grades TK-3												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span												
5	adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive												
6	amount. Supplemental and Concentration grants are not affected by this calculation.												
7	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
189		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
190		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
191		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
192		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
193	Third PY NUMBER OF FTE												
194	Second PY ADA (net of charter shift)												
195	2021-22	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
196		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
197		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
198		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
199		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
200	Second PY NUMBER OF FTE												
201	PRIOR YEAR ADA (net of charter shift)												
202	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
203		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
204		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
205		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
206		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
207	PRIOR YEAR NUMBER OF FTE												
208	THREE PRIOR YEAR AVERAGE (net of charter shift)												
209		Grades TK-3	-	-	-	-	-	-	-	-	-	-	
210		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
211		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
212		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
213		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	
214	3 PRIOR YEAR NUMBER OF FTE												
215	CURRENT YEAR ADA (before charter shift)												
216	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
217		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
218		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
219		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
220		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	
221	CURRENT YEAR NUMBER OF FTE												
222	NSS FUNDING CALCULATIONS												
223	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
224	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
225	NSS Allowance if funded as NSS & on prior year		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
226	NSS allowance level		-	-	-	-	-						
227	NSS Allowance using PY		-	-	-	-	-						
228	NSS Add-on using PY		-	-	-	-	-						
229	Total NSS Allowance using PY		-	-	-	-	-						
230	NSS Allowance if funded as NSS & on 3 PY average		-	-	-	-	-						
231	NSS allowance level		-	-	-	-	-						
232	NSS Allowance using 3 PY average		-	-	-	-	-						
233	NSS Add-on using 3 PY average		-	-	-	-	-						
234	Total NSS Allowance using 3 PY average		-	-	-	-	-						
235	NSS Allowance if funded as NSS & on current year		-	-	-	-	-						
236	NSS allowance level		-	-	-	-	-						
237	NSS Allowance using CY		-	-	-	-	-						
238	NSS Add-on using CY		-	-	-	-	-						
239	Total NSS Allowance using CY		-	-	-	-	-						
240	NSS allowance level >0?		NO	NO	NO	NO	NO						
241	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr						
242	NSS Funding		-	-	-	-	-						
243	NSS ADA		-	-	-	-	-						
244	Grades TK-3		-	-	-	-	-						
245	Grades 4-6		-	-	-	-	-						
246	Grades 7-8		-	-	-	-	-						
247	Grades 9-12		-	-	-	-	-						
248	Total		-	-	-	-	-						
249	NSS allowance Level		-	-	-	-	-						
250													
251													
252	2023-24												
253	Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL					
254	Best funding option calculated is		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
255	Selected funding method		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
256	202 NSS Allowance												
257	Third Prior Year: 2020-21												
258	NSS ADA												
259	Grades TK-3												
260	Grades 4-6												
261	Grades 7-8												
262	Grades 9-12												
263	P2 NSS ADA												
264	Second Prior Year: 2021-22												
265	NSS ADA												
266	Grades TK-3												
267	Grades 4-6												
268	Grades 7-8												
269	Grades 9-12												
270	P2 NSS ADA												
271	Prior Year: 2022-23												
272	NSS ADA												
273	Grades TK-3												
274	Grades 4-6												
275	Grades 7-8												
276	Grades 9-12												
277	P2 NSS ADA												
278	NSS Allowances												
279	Current Year: 2023-24												
280	NSS ADA												
281	Grades TK-3												
282	Grades 4-6												
283	Grades 7-8												
284	Grades 9-12												
285	P2 NSS ADA												
286	NSS Allowances												
287	Funded NSS Allowance Level												
288	NSS ADA												
289	Grades TK-3												
290	Grades 4-6												
291	Grades 7-8												
292	Grades 9-12												
293	P2 NSS ADA												
294	NSS Allowances												
295	Exclude LCFF Adjusted Base Funding for NSS ADA												
296													
297													
298													
299													
300													
301	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
302	Adjusted NSS Allowance (Deficit) for EPA												
303	Funding at 12-13 levels (deficit)												
304	NSS Allowances												
305	NSS Add-on												
306	NSS Add-on per ADA												
307	Funded ADA												
308	NSS Add-on												
309	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
310													
311													
312													
313	RATES 2024-25 12/13 deficit rate												
314	ADA Level / # FTE Allowance (adj. for COLA)												
315	Elementary												

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
316	1 - 24	1		271,219		153,034	the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation						
317	25 - 48	2		536,727		306,069							
318	49 - 72	3		802,469		459,103							
319	73 - 96	4		1,067,978		612,137							
320	High School												
321	1 - 19	1		228,561		124,216	Fund# COLA 2024-25 1.07% Proration Factor 0.00%						
322	1 - 19	2		325,871		248,433							
323	1 - 19	3		723,865		551,762	LCFF Rates per ADA						
324	20 - 38	4		686,800		679,978		Base	Gr Span	Supp	Concen		
325	39 - 57	5		1,049,736		800,196	Grades TK-3	10,025	1,043	-	-	-	
326	58 - 71	6		1,212,671		924,412	Grades 4-6	10,177	-	-	-	-	
327	72 - 86	7		1,375,607		1,048,679	Grades 7-8	10,478	-	-	-	-	
328	87 - 100	8		1,538,542		1,172,846	Grades 9-12	12,144	316	-	-	-	
329	101 - 114	9		1,701,478		1,297,062							
330	115 - 129	10		1,864,413		1,421,278							
331	130 - 143	11		2,027,349		1,545,495							
332	144 - 171	12		2,190,285		1,669,712							
333	172 - 210	13		2,622,556		1,793,928							
334	211 - 248	14		3,096,053		1,918,145							
335	249 - 286	15		3,569,557		2,042,361							
336													
337	NSS Add-on per ADA					-							
338	ADA & NSS FTE						2024-25					NPS, CDS, & COL operated	
339						DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #		
340	Third PY ADA (net of charter shift)												
341	2021-22 Grades TK-3												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span												
5	adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive												
6	amount. Supplemental and Concentration grants are not affected by this calculation.												
7	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
342		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
343		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
344		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
345		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
346		Third PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
347		Second PY ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
348	2022-23	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
349		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
350		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
351		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
352		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
353		Second PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
354		PRIOR YEAR ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
355	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
356		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
357		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
358		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
359		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
360		PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
361		THREE PRIOR YEAR AVERAGE (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
362		Grades TK-3	-	-	-	-	-	-	-	-	-	-	
363		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
364		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
365		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
366		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	
367		3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
368		CURRENT YEAR ADA (before charter shift)	-	-	-	-	-	-	-	-	-	-	
369	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
370		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
371		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
372		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
373		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	
374		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
375	NSS FUNDING CALCULATIONS												
376	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
377	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
378	NSS Allowance if funded as NSS & on prior year		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
379	NSS allowance level		-	-	-	-	-						
380	NSS Allowance using PY		-	-	-	-	-						
381	NSS Add-on using PY		-	-	-	-	-						
382	Total NSS Allowance using PY		-	-	-	-	-						
383	NSS Allowance if funded as NSS & on 3 PY average		-	-	-	-	-						
384	NSS allowance level		-	-	-	-	-						
385	NSS Allowance using 3 PY average		-	-	-	-	-						
386	NSS Add-on using 3 PY average		-	-	-	-	-						
387	Total NSS Allowance using 3 PY average		-	-	-	-	-						
388	NSS Allowance if funded as NSS & on current year		-	-	-	-	-						
389	NSS allowance level		-	-	-	-	-						
390	NSS Allowance using CY		-	-	-	-	-						
391	NSS Add-on using CY		-	-	-	-	-						
392	Total NSS Allowance using CY		-	-	-	-	-						
393	NSS allowance level >0?		NO	NO	NO	NO	NO						
394	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr						
395	NSS Funding		-	-	-	-	-						
396	NSS ADA	Grades TK-3	-	-	-	-	-						
397		Grades 4-6	-	-	-	-	-						
398		Grades 7-8	-	-	-	-	-						
399		Grades 9-12	-	-	-	-	-						
400		Total	-	-	-	-	-						
401		NSS allowance level	-	-	-	-	-						
402			-	-	-	-	-						
403			-	-	-	-	-						
404			-	-	-	-	-						
405			-	-	-	-	-						
406	Funded P2 NSS ADA and NSS Allowances												
407	Best funding option calculated is		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL					
408	Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base Grade Span adjustment, Supplemental and Concentration grants. The ADA												
4	funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span												
5	adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive												
6	amount. Supplemental and Concentration grants are not affected by this calculation.												
7	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
409	202 NSS Allowance												
410	Third Prior Year 2021-22												
411	NSS ADA												
412	Grades TK-3												
413	Grades 4-6												
414	Grades 7-8												
415	Grades 9-12												
416	P2 NSS ADA												
417	Second Prior Year 2022-23												
418	NSS ADA												
419	Grades TK-3												
420	Grades 4-6												
421	Grades 7-8												
422	Grades 9-12												
423	P2 NSS ADA												
424	Prior Year 2023-24												
425	NSS ADA												
426	Grades TK-3												
427	Grades 4-6												
428	Grades 7-8												
429	Grades 9-12												
430	P2 NSS ADA												
431	NSS Allowances												
432	Current Year 2024-25												
433	NSS ADA												
434	Grades TK-3												
435	Grades 4-6												
436	Grades 7-8												
437	Grades 9-12												
438	P2 NSS ADA												
439	NSS Allowances												
440	Funded NSS allowance Level												
441	NSS ADA												
442	Grades TK-3												
443	Grades 4-6												
444	Grades 7-8												
445	Grades 9-12												
446	P2 NSS ADA												
447	NSS Allowances												
448	Exclude LCFF Adjusted Base Funding for NSS ADA												
449	NSS ADA Rates Amounts Total												
450	Base Grade Span Base Grade Span												
451	Grades TK-3 10,025 1,043												
452	Grades 4-6 10,177												
453	Grades 7-8 10,478												
454	Grades 9-12 12,144 316												
455	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
456	Adjusted NSS Allowance (Deficit) for EPA												
457	Funding at 12-13 levels (deficit)												
458	NSS Allowances												
459	NSS Add-on												
460	NSS Add-on per ADA												
461	Funded ADA												
462	NSS Add-on												
463	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
464													
465													
466	RATES 2025-26 12/13 def. rate +												
467	ADA Level / # FTE Allowance COLA for EPA												
468	Elementary The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or												

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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
495		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
496		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
497		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
498		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
499		Third PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
500		Second PY ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
501	2023-24	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
502		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
503		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
504		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
505		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
506		Second PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
507		PRIOR YEAR ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
508	2024-25	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
509		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
510		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
511		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
512		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	
513		PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
514		THREE PRIOR YEAR AVERAGE (net of charter shift)	-	-	-	-	-	-	-	-	-	-	
515		Grades TK-3	-	-	-	-	-	-	-	-	-	-	
516		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
517		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
518		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
519		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	
520		3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
521		CURRENT YEAR ADA (before charter shift)	-	-	-	-	-	-	-	-	-	-	
522	2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
523		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
524		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
525		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
526		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	
527		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	
528	NSS FUNDING CALCULATIONS												
529	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
530	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
531	NSS Allowance if funded as NSS & on prior year		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
532	NSS allowance level		-	-	-	-	-						
533	NSS Allowance using PY		-	-	-	-	-						
534	NSS Add-on using PY		-	-	-	-	-						
535	Total NSS Allowance using PY		-	-	-	-	-						
536	NSS Allowance if funded as NSS & on 3 PY average		-	-	-	-	-						
537	NSS allowance level		-	-	-	-	-						
538	NSS Allowance using 3 PY average		-	-	-	-	-						
539	NSS Add-on using 3 PY average		-	-	-	-	-						
540	Total NSS Allowance using 3 PY average		-	-	-	-	-						
541	NSS Allowance if funded as NSS & on current year		-	-	-	-	-						
542	NSS allowance level		-	-	-	-	-						
543	NSS Allowance using CY		-	-	-	-	-						
544	NSS Add-on using CY		-	-	-	-	-						
545	Total NSS Allowance using CY		-	-	-	-	-						
546	NSS allowance level >0?		NO	NO	NO	NO	NO						
547	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr						
548	NSS Funding		-	-	-	-	-						
549	NSS ADA	Grades TK-3	-	-	-	-	-						
550		Grades 4-6	-	-	-	-	-						
551		Grades 7-8	-	-	-	-	-						
552		Grades 9-12	-	-	-	-	-						
553		Total	-	-	-	-	-						
554		NSS allowance Level	-	-	-	-	-						
555													
556													
557													
558													
559	2025-26												
560	Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL					
561	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					
562	Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
562	202 NSS Allowance												
563	Third Prior Year 2022-23												
564	NSS ADA												
565	Grades TK-3												
566	Grades 4-6												
567	Grades 7-8												
568	Grades 9-12												
569	P2 NSS ADA												
570	Second Prior Year 2023-24												
571	NSS ADA												
572	Grades TK-3												
573	Grades 4-6												
574	Grades 7-8												
575	Grades 9-12												
576	P2 NSS ADA												
577	Prior Year 2024-25												
578	NSS ADA												
579	Grades TK-3												
580	Grades 4-6												
581	Grades 7-8												
582	Grades 9-12												
583	P2 NSS ADA												
584	NSS Allowances												
585	Current Year 2025-26												
586	NSS ADA												
587	Grades TK-3												
588	Grades 4-6												
589	Grades 7-8												
590	Grades 9-12												
591	P2 NSS ADA												
592	NSS Allowances												
593	Funded NSS allowance Level												
594	NSS ADA												
595	Grades TK-3												
596	Grades 4-6												
597	Grades 7-8												
598	Grades 9-12												
599	P2 NSS ADA												
600	NSS Allowances												
601	Exclude: LCFF Adjusted Base Funding for NSS ADA												
602													
603													
604													
605													
606													
607	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
608	Adjusted NSS Allowance (Deficit) for EPA												
609	Funding at 12-13 levels (deficit)												
610	NSS Allowances												
611	NSS Add-on												
612	NSS Add-on per ADA												
613	Funded ADA												
614	NSS Add-on												
615	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
616													
617													
618													
619	RATES 2026-27 12/13 def. rate +												
620	ADA Level / # FTE Allowance COLA for EPA												
621	Elementary												

The elementary NSS allowance is based on a combination of ADA and the number of full time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
622	1 - 24	1		284,144		160,327	the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.						
623	25 - 48	2		562,305		320,655							
624	49 - 72	3		840,710		480,981							
625	73 - 96	4		1,118,869		641,308							
626	High School												
627	1 - 19	1		239,453		130,135	Funded LULA 2026-27 7.41%						
628	1 - 19	2		341,400		260,272	Proration Factor 0.00%						
629	1 - 19	3		758,360		578,056	LCFF Rates per ADA						
630	20 - 38	4		929,059		708,193	Base Gr Span Supp Concen						
631	39 - 57	5		1,099,761		838,329	Grades TK-3 10,503 1,092 - -						
632	58 - 71	6		1,270,460		968,464	Grades 4-6 10,662 - - -						
633	72 - 86	7		1,441,161		1,098,600	Grades 7-8 10,977 - - -						
634	87 - 100	8		1,611,860		1,228,737	Grades 9-12 12,722 331 - -						
635	101 - 114	9		1,782,561		1,358,872							
636	115 - 129	10		1,953,260		1,489,008							
637	130 - 143	11		2,123,961		1,619,144							
638	144 - 171	12		2,294,662		1,749,281							
639	172 - 210	13		2,747,532		1,879,416							
640	211 - 248	14		3,243,593		2,009,553							
641	249 - 286	15		3,739,662		2,139,688							
642													
643	NSS Allowance per ADA - -												
644	ADA & NSS FTE												
645	2026-27												
646	DISTRICT NSS 1 # NSS 2 # NSS 3 # NSS 4 # NSS 5 # NPS, CDS, & COE operated												
647	Third PY ADA (net of charter shift)												
648	2023-24 Grades TK-3												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
648			Grades 4-6		-	-	-	-	-	-	-	-	
649			Grades 7-8		-	-	-	-	-	-	-	-	
650			Grades 9-12		-	-	-	-	-	-	-	-	
651			Third PRIOR YEAR ADA		-	-	-	-	-	-	-	-	
652			Third PY NUMBER OF FTE		-	-	-	-	-	-	-	-	
653			Second PY ADA (net of charter shift)		-	-	-	-	-	-	-	-	
654	2024-25		Grades TK-3		-	-	-	-	-	-	-	-	
655			Grades 4-6		-	-	-	-	-	-	-	-	
656			Grades 7-8		-	-	-	-	-	-	-	-	
657			Grades 9-12		-	-	-	-	-	-	-	-	
658			Second PRIOR YEAR ADA		-	-	-	-	-	-	-	-	
659			Second PY NUMBER OF FTE		-	-	-	-	-	-	-	-	
660			PRIOR YEAR ADA (net of charter shift)		-	-	-	-	-	-	-	-	
661	2025-26		Grades TK-3		-	-	-	-	-	-	-	-	
662			Grades 4-6		-	-	-	-	-	-	-	-	
663			Grades 7-8		-	-	-	-	-	-	-	-	
664			Grades 9-12		-	-	-	-	-	-	-	-	
665			PRIOR YEAR ADA		-	-	-	-	-	-	-	-	
666			PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	
667			THREE PRIOR YEAR AVERAGE (net of charter shift)		-	-	-	-	-	-	-	-	
668			Grades TK-3		-	-	-	-	-	-	-	-	
669			Grades 4-6		-	-	-	-	-	-	-	-	
670			Grades 7-8		-	-	-	-	-	-	-	-	
671			Grades 9-12		-	-	-	-	-	-	-	-	
672			3 PY AVERAGE ADA		-	-	-	-	-	-	-	-	
673			3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	
674			CURRENT YEAR ADA (before charter shift)		-	-	-	-	-	-	-	-	
675	2026-27		Grades TK-3		-	-	-	-	-	-	-	-	
676			Grades 4-6		-	-	-	-	-	-	-	-	
677			Grades 7-8		-	-	-	-	-	-	-	-	
678			Grades 9-12		-	-	-	-	-	-	-	-	
679			CURRENT YEAR ADA		-	-	-	-	-	-	-	-	
680			CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	-	-	
681	NSS FUNDING CALCULATIONS												
682			Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	
683			Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	
684			NSS Allowance if funded as NSS & on prior year		-	-	-	-	-	-	-	-	
685			NSS allowance level		-	-	-	-	-	-	-	-	
686			NSS Allowance using PY		-	-	-	-	-	-	-	-	
687			NSS Add-on using PY		-	-	-	-	-	-	-	-	
688			Total NSS Allowance using PY		-	-	-	-	-	-	-	-	
689			NSS Allowance if funded as NSS & on 3 PY average		-	-	-	-	-	-	-	-	
690			NSS allowance level		-	-	-	-	-	-	-	-	
691			NSS Allowance using 3 PY average		-	-	-	-	-	-	-	-	
692			NSS Add-on using 3 PY average		-	-	-	-	-	-	-	-	
693			Total NSS Allowance using 3 PY average		-	-	-	-	-	-	-	-	
694			NSS Allowance if funded as NSS & on current year		-	-	-	-	-	-	-	-	
695			NSS allowance level		-	-	-	-	-	-	-	-	
696			NSS Allowance using CY		-	-	-	-	-	-	-	-	
697			NSS Add-on using CY		-	-	-	-	-	-	-	-	
698			Total NSS Allowance using CY		-	-	-	-	-	-	-	-	
699			NSS allowance level > 0?		NO	NO	NO	NO	NO	NO	NO	NO	
700			NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
701			NSS Funding		-	-	-	-	-	-	-	-	
702			NSS ADA Grades TK-3		-	-	-	-	-	-	-	-	
703			Grades 4-6		-	-	-	-	-	-	-	-	
704			Grades 7-8		-	-	-	-	-	-	-	-	
705			Grades 9-12		-	-	-	-	-	-	-	-	
706			Total		-	-	-	-	-	-	-	-	
707			NSS allowance Level		-	-	-	-	-	-	-	-	
708													
709													
710													
711													
712	Funded P2 NSS ADA and NSS Allowances												
713			Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	
714			Selected funding method		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA</i>												
4	<i>funded under NSS is returned to the calculator as a negative number to allow display of total LCFF-funded ADA. Similarly, the base grant and grade span</i>												
5	<i>adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive</i>												
6	<i>amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
7	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
715	202 NSS Allowance												
716	Third Prior Year 2023-24												
717	NSS ADA												
718	Grades TK-3												
719	Grades 4-6												
720	Grades 7-8												
721	Grades 9-12												
722	P2 NSS ADA												
723	Second Prior Year 2024-25												
724	NSS ADA												
725	Grades TK-3												
726	Grades 4-6												
727	Grades 7-8												
728	Grades 9-12												
729	P2 NSS ADA												
730	Prior Year 2025-26												
731	NSS ADA												
732	Grades TK-3												
733	Grades 4-6												
734	Grades 7-8												
735	Grades 9-12												
736	P2 NSS ADA												
737	NSS Allowances												
738	Current Year 2026-27												
739	NSS ADA												
740	Grades TK-3												
741	Grades 4-6												
742	Grades 7-8												
743	Grades 9-12												
744	P2 NSS ADA												
745	NSS Allowances												
746	Funded NSS allowance Level												
747	NSS ADA												
748	Grades TK-3												
749	Grades 4-6												
750	Grades 7-8												
751	Grades 9-12												
752	P2 NSS ADA												
753	NSS Allowances												
754	Exclude: LCFF Adjusted Base Funding for NSS ADA												
755	NSS ADA												
756	Base												
757	Grades TK-3												
758	Grades 4-6												
759	Grades 7-8												
760	Grades 9-12												
761	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
762	Adjusted NSS Allowance (Deficit) for EPA												
763	Funding at 12-13 levels (deficit)												
764	NSS Allowances												
765	NSS Add-on												
766	NSS Add-on per ADA												
767	Funded ADA												
768	NSS Add-on												
769	TOTAL Adjusted NSS Allowance (Deficit) for EPA												
770													
771													
772	RATES 2027-28												
773	ADA Level / # FTE Allowance COLA for EPA												
774	Elementary												

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
775	1 - 24	1		292,839		165,233	the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation						
776	25 - 48	2		579,512		330,467							
777	49 - 72	3		866,436		495,699							
778	73 - 96	4		1,153,106		660,932							
779	High School												
780	1 - 19	1		246,780		134,117	Funded COLA 2027-28 3.06%						
781	1 - 19	2		351,847		268,236	Proration Factor 0.00%						
782	1 - 19	3		781,566		595,745	LCFF Rates per ADA						
783	20 - 38	4		957,488		729,862							
784	39 - 57	5		1,133,614		863,982							
785	58 - 71	6		1,309,336		998,099							
786	72 - 86	7		1,485,261		1,132,217							
787	87 - 100	8		1,661,183		1,266,336							
788	101 - 114	9		1,837,107		1,400,453							
789	115 - 129	10		2,013,030		1,534,577							
790	130 - 143	11		2,188,954		1,668,690							
791	144 - 171	12		2,364,879		1,802,809							
792	172 - 210	13		2,831,606		1,936,926							
793	211 - 248	14		3,342,847		2,071,045							
794	249 - 286	15		3,854,096		2,205,162							
795													
796	NSS Add-on per ADA												
797	ADA & NSS FTE												
798													
799													
800													
	2027-28												
	NPS CDS, B COL operated												
	DISTRICT NSS 1 # NSS 2 # NSS 3 # NSS 4 # NSS 5 #												
	Third PY ADA (net of charter shift)												
	2024-25 Grades TK-3												

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Education Outside the Box - Education Outside the Box												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
801		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
802		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
803		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
804		Third PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
805		Third PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
806		Second PY ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	-
807	2025-26	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
808		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
809		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
810		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
811		Second PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
812		Second PY NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
813		PRIOR YEAR ADA (net of charter shift)	-	-	-	-	-	-	-	-	-	-	-
814	2026-27	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
815		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
816		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
817		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
818		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
819		PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
820		THREE PRIOR YEAR AVERAGE (net of charter shift)	-	-	-	-	-	-	-	-	-	-	-
821		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
822		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
823		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
824		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
825		3 PY AVERAGE ADA	-	-	-	-	-	-	-	-	-	-	-
826		3 PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
827		CURRENT YEAR ADA (before charter shift)	-	-	-	-	-	-	-	-	-	-	-
828	2027-28	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
829		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
830		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
831		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
832		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
833		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
834	NSS FUNDING CALCULATIONS												
835	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
836	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
837	NSS Allowance if funded as NSS & on prior year		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
838	NSS allowance level		-	-	-	-	-						
839	NSS Allowance using PY		-	-	-	-	-						
840	NSS Add-on using PY		-	-	-	-	-						
841	Total NSS Allowance using PY		-	-	-	-	-						
842	NSS Allowance if funded as NSS & on 3 PY average		-	-	-	-	-						
843	NSS allowance level		-	-	-	-	-						
844	NSS Allowance using 3 PY average		-	-	-	-	-						
845	NSS Add-on using 3 PY average		-	-	-	-	-						
846	Total NSS Allowance using 3 PY average		-	-	-	-	-						
847	NSS Allowance if funded as NSS & on current year		-	-	-	-	-						
848	NSS allowance level		-	-	-	-	-						
849	NSS Allowance using CY		-	-	-	-	-						
850	NSS Add-on using CY		-	-	-	-	-						
851	Total NSS Allowance using CY		-	-	-	-	-						
852	NSS allowance level >0?		NO	NO	NO	NO	NO						
853	NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr						
854	NSS Funding		-	-	-	-	-						
855	NSS ADA	Grades TK-3	-	-	-	-	-						
856		Grades 4-6	-	-	-	-	-						
857		Grades 7-8	-	-	-	-	-						
858		Grades 9-12	-	-	-	-	-						
859		Total	-	-	-	-	-						
860		NSS allowance level	-	-	-	-	-						
861													
862													
863													
864													
865	Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL					
866	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF						
867	Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF						

Education Outside the Box - Education Outside the Box

Charts and Graphs

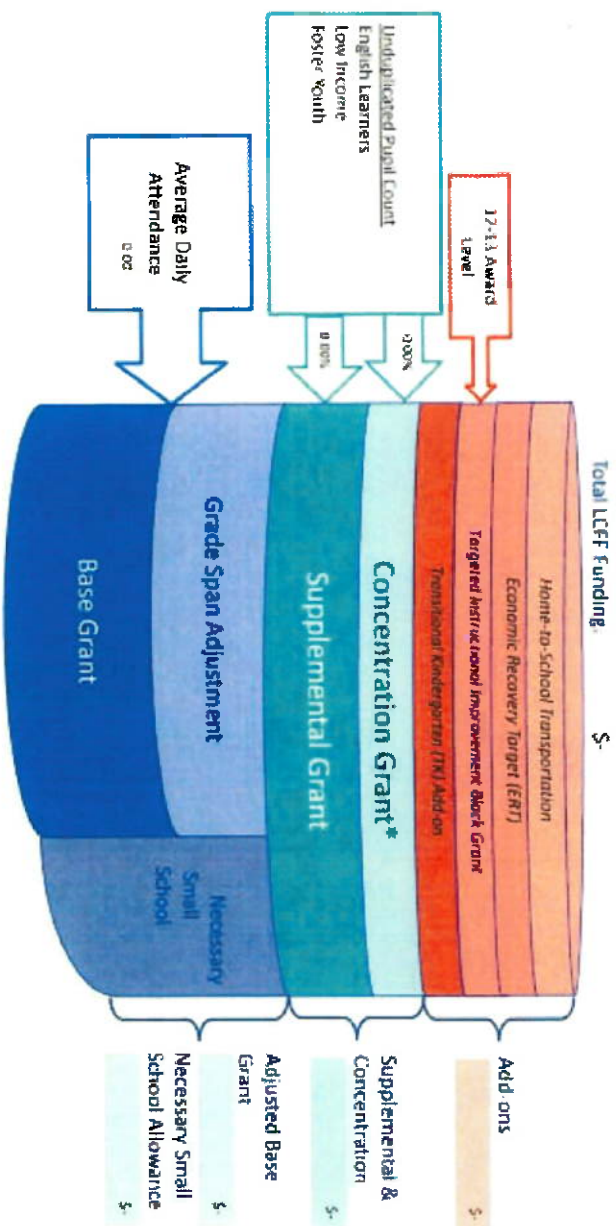
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The graphs tab remains unprotected to allow adding for local standards.

2026-27

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

Base Grant	\$	-	2025-27	
Grade Span Adjustment	\$	-		
Supplemental Grant	\$	6.00%		\$
Concentration Grant	\$	1.00%		\$
Attendance Necessary Small School	\$	-		\$
Add on Targeted Instructional Improvement Block Grant	\$	-		\$
Add on Home to School Transportation	\$	-		\$
Add on Small School District Bus Impairment Program	\$	-		\$
Add on Economic Recovery Target	\$	-		\$
Add on Transitional Kindergarten 1	\$	-		\$
Total	\$	-		\$



- Indigeneity Pupil Percentage must be above 55% to receive Concentration Grant Funding

Supplemental Screen Calculation-EC 42238.02 (c)

Education Outside the Box - Education Outside the Box

Charts and Graphs

2026-27									
UNITS AND GRANTS									

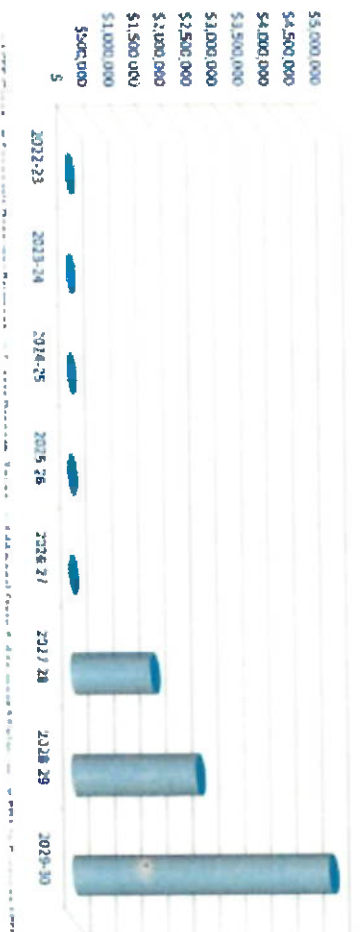
Concentration Grant Calculation-EC 42238.02 (f)										
2026-27						Maximum				
	Base Grant	Grade Span Adjustment	Concentration Grant Factor	Concentration Grant Rate per ADA (100% UPP)	Unduplicated Pupil Percentage greater than 55%	Effective Concentration Grant Rate	ADA	Concentration Grant		
*Grades TK-4	10,504	5	1.092	65.00%	0.00%	\$ 3,391.54	-	-		
Grades 4-6	10,662	5	-	65.00%	0.00%	\$ 3,118.64	-	-		
Grades 7-8	10,977	5	-	65.00%	0.00%	\$ 1,210.77	-	-		
*Grades 9-12	12,722	5	331	65.00%	0.00%	\$ 1,828.00	-	-		
*Base Grant + Grade Span										\$ -

Education Outside the Box - Education Outside the Box

Charts and Graphs

	Funding Sources									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30		
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA II Excess FOLFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total General Purpose Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

LCFF Entitlement and Funding Sources
before COE Transfer, Choice and Charter Supplemental

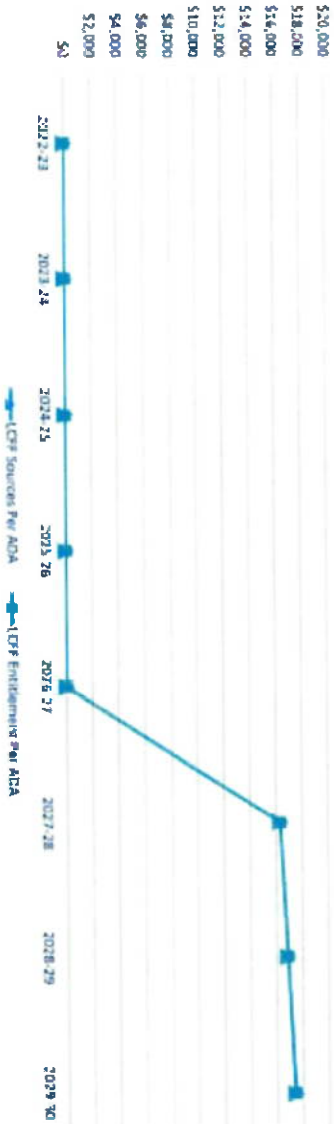


Education Outside the Box - Education Outside the Box

Charts and Graphs

LCFF Credit - An expansion recovery system - Grants/Property taxes - Additional funding from other sources - LCFF for children with LCFF

	LCFF Entitlement per ADA									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30		
Funded ADA (LCFF & NSLI)						95.00	142.50	285.00		
LCFF Sources per ADA, including NSLI		\$	\$	\$	\$	\$	16,874.51	\$	17,404.70	
Net Dollar Change per ADA		\$	\$	\$	\$	\$	\$45.28	\$	\$10.20	
Net Percent Change			0.00%	0.00%	0.00%	0.00%	0.17%	0.14%	1.49%	
Estimated LCFF entitlement per ADA (excludes non-tuition state aid)	\$	\$	\$	\$	\$	\$	16,874.51	\$	17,404.70	
Net Change per ADA		\$	\$	\$	\$	\$	\$45.28	\$	\$10.20	
Net Percent Change			0.00%	0.00%	0.00%	0.00%	0.17%	0.14%	1.49%	



Student Summary, excluding COE									
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
Enrollment						100	150	300	800
Unuplicated Pupils Count (UPC)						85	126	255	755
Average Daily Attendance (ADA)						95.00	142.50	285.00	

Enrollment, ADA & UPC



Education Outside the Box - Education Outside the Box





**Charter School Petition
Staff Signature Support**

Name: April Verhoef
Contact Phone: 661-342-4671

Address: 19244 Clarisse St.
Bakersfield, CA 93314

Teaching Credential # (If Applicable): #250109379
Expiration: 7-1-2030

By signing this document, I am offering my clear support of Education Outside the Box's mission and goals to start as a home based charter school serving students in California beginning Fall of 2027. I intend to be employed at the Charter School upon establishment.

Signature: April Verhoef
Printed Name: April Verhoef
Date of support: 4-30-26



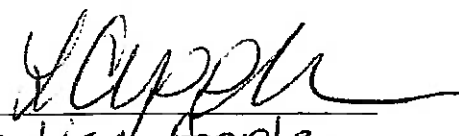
**Charter School Petition
Staff Signature Support**

Name: Lisa Apple
Contact Phone: 661.809.0644

Address: 11017 Martingale Dr.
Bakersfield CA 93312

Teaching Credential # (If Applicable): 250054437
Expiration: 01/01/2031

By signing this document, I am offering my clear support of Education Outside the Box's mission and goals to start as a home based charter school serving students in California beginning Fall of 2027. I intend to be employed at the Charter School upon establishment.

Signature: 
Printed Name: Lisa Apple
Date of support: 4/20/20



**Charter School Petition
Staff Signature Support**

Name: Ana Rodriguez
Contact Phone: 559-486-3501

Address: 625 McJannet Ct
Shafter C.A. 93263

Teaching Credential # (If Applicable): _____
Expiration: _____

By signing this document, I am offering my clear support of Education Outside the Box's mission and goals to start as a home based charter school serving students in California beginning Fall of 2027. I intend to be employed at the Charter School upon establishment.

Signature: 
Printed Name: Ana Rodriguez
Date of support: 4/30/26



Melissa Wheeler <melissa.eotbcharter@gmail.com>

Petition and Proposed Budget for EOtB Charter School

Josh Kyles <Josh.Kyles@ggdsinc.com>

Thu, Jun 25, 2026 at 1:45 PM

To: Dusti McDaris <dusti.eotbcharter@gmail.com>

Cc: "melissa.eotbcharter@gmail.com" <melissa.eotbcharter@gmail.com>

I approved the petition and proposed budget for submission to the County Board.

You two did an excellent job with this!

Joshua
Kyles

President/CEO

661-304-7577

[Quoted text hidden]

Petition and Proposed Budget for EOTB Charter School

Dusti McDaris <dusti.eotbcharter@gmail.com>

Thu, Jun 25, 2026 at 7:12 PM

To: "melissa.eotbcharter@gmail.com" <melissa.eotbcharter@gmail.com>

Kindly,

Dusti McDaris*Director of Business Development and Operations*

EOTB Charter School



----- Forwarded message -----

From: **nakysa cummings** <nakyshac@icloud.com>

Date: Thu, Jun 25, 2026, 7:04 PM

Subject: Re: Petition and Proposed Budget for EOTB Charter School

To: Dusti McDaris <dusti.eotbcharter@gmail.com>

Good evening Dusti,

Great work ! I approve the petition and proposed budget for submission to the County Board".

Best regards,

Nakysa Cummings

Sent from my iPhone

On Jun 25, 2026, at 12:24 PM, Dusti McDaris <dusti.eotbcharter@gmail.com> wrote:

[Quoted text hidden]

<EOTBPetitionCvr_Append.pdf>

<EOTB Charter School Petition Budget and Narratives.pdf>

<EOTB Charter Petition 2027-2032 (4915-5603-3455.v3).docx.pdf>

Petition and Proposed Budget for EOtB Charter School

Dusti McDaris <dusti.eotbcharter@gmail.com>

Sat, Jun 27, 2026 at 5:26 PM

To: "melissa.eotbcharter@gmail.com" <melissa.eotbcharter@gmail.com>

Kindly.

Dusti McDaris*Director of Business Development and Operations*

EOtB Charter School



----- Forwarded message -----

From: **Terry Maxwell** <nokeswell@gmail.com>

Date: Sat, Jun 27, 2026, 3:25 PM

Subject: Re: **Petition and Proposed Budget** for EOtB Charter School

To: Dusti McDaris <dusti.eotbcharter@gmail.com>

I approve

[Quoted text hidden]



Dusti McDaris <dusti.eotbcharter@gmail.com>

Your tracked message "Subject: Intent to Operate Letter" was recently opened by bbell@tehachapiusd.com

1 message

Boomerang for Gmail (Baydin) <boomerang@baydin.com>

Wed, Jun 10, 2026 at 11:38 AM

Reply-To: bbell@tehachapiusd.com

To: dusti.eotbcharter@gmail.com

Message Details

Subject: Intent to Operate Letter

Opened by: bbell@tehachapiusd.com

To: bbell@tehachapiusd.com

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Dusti McDaris <dusti.eotbcharter@gmail.com>

**Your tracked message "Subject: Intent to Operate Letter" was recently opened by
cy.silver@norris.k12.ca.us**

1 message

Boomerang for Gmail (Baydin) <boomerang@baydin.com>

Wed, Jun 10, 2026 at 12:01 PM

Reply-To: cy.silver@norris.k12.ca.us

To: dusti.eotbcharter@gmail.com

Message Details

Subject: Intent to Operate Letter

Opened by: cy.silver@norris.k12.ca.us

To: cy.silver@norris.k12.ca.us

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Dusti McDaris <dusti.eotbcharter@gmail.com>

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krussell@pbvUSD.k12.ca.us**

1 message

Boomerang for Gmail (Baydin) <boomerang@baydin.com>

Wed, Jun 10, 2026 at 11:37 AM

Reply-To: krussell@pbvUSD.k12.ca.us

To: dusti.eotbcharter@gmail.com

Message Details

Subject: [Intent to Operate Letter](#)

Opened by: [krussell@pbvUSD.k12.ca.us](#)

To: [krussell@pbvUSD.k12.ca.us](#)

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**KERN COUNTY
BOARD OF EDUCATION**

**A RESOLUTION OF THE KERN COUNTY BOARD OF EDUCATION
AUTHORIZING THE RETENTION, BY THE KERN COUNTY OFFICE OF
EDUCATION, OF BULLOCK LEGAL GROUP, LLC, JEREMY FIETZ, ATTORNEY
AT LAW, AND LAW OFFICE OF DAVID BUSH, AS SPECIAL COUNSEL
ON A CONTINGENCY FEE BASIS; AUTHORIZING PARTICIPATION IN
SOCIAL MEDIA ADDICTION LITIGATION AND VIDEO GAME ADDICTION
LITIGATION; AND AUTHORIZING RELATED ACTIONS**

The Kern County Board of Education (the "Board") duly assembled at a regular public meeting held on September 8, 2026, with a quorum present and acting throughout, hereby adopts the following resolution:

RECITALS

WHEREAS, the Board is the governing body of the KCOE and is empowered under applicable state law to sue and be sued, to enter into contracts, to retain legal counsel, and to take all other lawful action necessary and proper to protect the interests of the KCOE and its students;

WHEREAS, the Board is authorized under applicable state law to retain special counsel, including counsel employed on a contingency fee basis, for the purpose of pursuing claims and litigation on behalf of the KCOE, without displacing or substituting for the KCOE's regular legal counsel or attorney serving the KCOE;

WHEREAS, social media platforms and online video game products have been widely documented to incorporate design features that were intentionally engineered by their developers and distributors to promote compulsive use, particularly among children and adolescents;

WHEREAS, leading mental health authorities, including the American Psychological Association, the American Academy of Pediatrics, and the U.S. Surgeon General, have identified social media addiction and problematic video game use as serious and growing public health crises

disproportionately affecting school-age youth, and have called upon policymakers, educators, and the legal system to address the harms caused by these products;

WHEREAS, students within the KCOE have suffered documented harms attributable to addictive engagement with social media platforms and video game products which directly and proximately impact the KCOE's educational mission;

WHEREAS, the KCOE has incurred, and continues to incur, substantial institutional harms and economic losses as a direct and proximate result of the addictive behaviors caused by the design of these products;

WHEREAS, Bullock Legal Group, LLC, Jeremy Fietz, Attorney At Law, and Law Office of David Bush (collectively, "Special Counsel") have represented to the Board that they possess the legal expertise, litigation experience, and resources necessary to pursue the claims described herein against social media and video game companies, and have proposed to represent the KCOE on a contingency fee basis, such that the KCOE shall owe no attorneys' fees unless and until a monetary recovery is obtained;

WHEREAS, under the proposed fee arrangement, all attorneys' fees payable to Special Counsel shall be calculated as a percentage of any gross monetary recovery obtained for the KCOE, with expenses and costs to be addressed as set forth in the Contingency Fee Agreement; the KCOE shall not be obligated to pay any attorneys' fees in the absence of a recovery, and the fee arrangement shall comply with applicable state rules of professional conduct; and

WHEREAS, the Board finds that retention of Special Counsel on a contingency fee basis is in the best interests of the KCOE and its students, is consistent with the KCOE's fiscal responsibility to its taxpayers, and is a sound and prudent exercise of the Board's authority;

NOW, THEREFORE, BE IT RESOLVED

by the Board of Education of the Kern County Office of Education as follows:

SECTION 1. FINDINGS INCORPORATED. Each of the foregoing recitals is hereby adopted and incorporated as findings of the Board as if fully set forth herein.

SECTION 2. AUTHORIZATION TO RETAIN SPECIAL COUNSEL. The Board hereby authorizes and directs the retention of Bullock Legal Group, LLC, Jeremy Fietz, Attorney At Law, and Law Office of David Bush as special co-counsel for the KCOE for the purposes described in this Resolution. The Board further finds that the representation of the KCOE by Special Counsel as co-counsel, and any division of fees between them, is in the KCOE's best interests, that the services of each firm are adequate for the representation, and that the total fee charged the KCOE shall not be increased by reason of the fee-sharing arrangement. This authorization is conditioned upon Special Counsel satisfying all applicable rules of professional conduct governing co-counsel fee-sharing arrangements in the state in which the litigation is filed.

SECTION 3. AUTHORIZATION TO PARTICIPATE IN SOCIAL MEDIA ADDICTION LITIGATION. The Board hereby authorizes Special Counsel to initiate, prosecute, and pursue on behalf of the KCOE any and all civil claims arising from or related to the design, development, marketing, distribution, and sale of social media platforms to or for use by minors. This authorization expressly includes, without limitation, the right to join or opt into any multi-district litigation, coordinated proceeding, consolidated action, class action, or other mass tort proceeding pending or to be filed in any state or federal court.

SECTION 4. AUTHORIZATION TO PARTICIPATE IN VIDEO GAME ADDICTION LITIGATION. The Board hereby authorizes Special Counsel to initiate, prosecute, and pursue on behalf of the KCOE any and all civil claims arising from or related to the design, development, marketing, distribution, and sale of video game products to or for use by minors. This authorization expressly includes, without limitation, the right to join any multi-district litigation, coordinated proceeding, consolidated action, or other mass tort proceeding.

SECTION 5. APPROVAL OF CONTINGENCY FEE AGREEMENT. The Board hereby approves the Contingency Fee Agreement between the KCOE and Special Counsel, substantially in the form presented to the Board, subject to any modifications approved by the Board's designee as described in Section 6. The Board expressly finds and acknowledges that: (a) Special Counsel has fully disclosed the terms of the proposed fee arrangement; (b) no attorneys' fees shall be due or payable to Special Counsel in the absence of a monetary recovery; (c) the contingency fee percentage and expense provisions are fair and reasonable under the circumstances; and (d) the

Board has been advised of the right to seek independent legal advice regarding the fee arrangement and has had a reasonable opportunity to do so.

SECTION 6. AUTHORIZATION OF DESIGNATED SIGNATORY. The Superintendent (the "Authorized Signatory") is hereby authorized and directed, on behalf of the KCOE, to: (a) execute the Contingency Fee Agreement with Special Counsel and any amendments, addenda, or supplemental agreements thereto approved by the Board or as may be necessary or appropriate to effectuate the purposes of this Resolution; (b) execute any joinder agreements, retainer agreements, engagement letters, or other documents necessary to participate in any coordinated litigation or multi-district proceeding authorized herein; (c) provide Special Counsel with access to KCOE records, data, and personnel reasonably necessary for prosecution of the claims; and (d) take all other actions and execute all other documents reasonably necessary or appropriate to carry out the purposes of this Resolution.

SECTION 7. COORDINATION WITH REGULAR COUNSEL. Nothing in this Resolution shall be construed to terminate, limit, or otherwise affect the authority or obligations of the KCOE's regular legal counsel or the county prosecuting attorney, city law director, or municipal attorney who serves as legal adviser to the KCOE under applicable state law. Special Counsel is authorized to coordinate with regular counsel as appropriate. Where applicable state law requires notice to or the approval of the county prosecuting attorney or other designated legal officer prior to retention of special counsel, such notice shall be provided or approval shall be obtained to the extent required.

SECTION 8. AGGREGATE SETTLEMENT DISCLOSURE. In the event that Special Counsel proposes an aggregate settlement involving the claims of this KCOE and the claims of one or more other clients represented by Special Counsel, the Board acknowledges and agrees that: (a) Special Counsel shall provide the Board with full written disclosure of all material terms of the proposed settlement, including the total settlement amount, the terms of each participating party's share, the method of allocation, and the total attorneys' fees and costs to be paid from the settlement; and (b) the Board's written informed consent shall be required before any such aggregate settlement is agreed to on the KCOE's behalf, and the Board shall not be bound by any decision of other clients to accept or reject the settlement.

SECTION 9. RATIFICATION. All prior actions taken by any officer, employee, or agent of the KCOE in connection with the selection, engagement, or retention of Special Counsel and the pursuit of the claims described herein are hereby ratified and confirmed as the authorized acts of the KCOE, to the extent consistent with the terms of this Resolution.

SECTION 10. SEVERABILITY. If any provision of this Resolution or its application to any person or circumstance is held invalid, the remainder of this Resolution and the application of its provisions to other persons or circumstances shall not be affected thereby.

SECTION 11. EFFECTIVE DATE. This Resolution shall take effect immediately upon its adoption by the Board of Education.

ADOPTED AND APPROVED by the Board of Education of the Kern County Office of Education at a regular public meeting duly called and held on September 8, 2026, by a vote of _____ in favor, _____ opposed, and _____ abstaining, with _____ members absent.

ATTEST:

Signature of Board President

Signature of Treasurer / Clerk

Printed Name

Printed Name

Title: President, Board of Education

Title: Treasurer / Clerk, Board of Education

Date: _____

Date: _____

CERTIFICATION

I, the undersigned, duly appointed Secretary of the Board of Education of the Kern County Office of Education hereby certify that the foregoing is a true and correct copy of the Resolution adopted by the Board of Education at a duly noticed public meeting held on September 8, 2026, and that such Resolution has not been rescinded or modified.

Signature

Printed Name and Title

Date: _____

**KERN COUNTY BOARD OF EDUCATION
RESOLUTION FOR ASSIGNING REPRESENTATIVES**

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Kern County Superintendent of Schools on behalf of the Kern County Board of Education intends to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB-Administered Program(s); and

WHEREAS, the SAB and DGS requires a Board of Education to authorize specific individuals to sign and submit information on behalf of the Board; and

WHEREAS, the Kern County Board of Education understands that the signing and submittal of forms on behalf of the Board commits the Board and the Kern County Superintendent of Schools to comply with program requirements.

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Kern County Board of Education authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s). Additionally, these individuals may sign the purchase and sale of property on behalf of the Kern County Board of Education. Any previous authorized District Representatives not listed below are to be removed from the list of District Representatives.

Authorized Representatives

1. John G. Mendiburu, Ed.D., Kern County Superintendent of Schools
2. Russell Sentes, Deputy Superintendent (Alternate Designee)

PASSED AND ADOPTED on September 8, 2026, by the Kern County Board of Education by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

Joseph Marcano, Board President
Kern County Board of Education

CONTINGENT FEE CONTRACT FOR LEGAL SERVICES

The undersigned, **Dr. John Mendilburu, Superintendent, on behalf of Kern County Office of Education** (herein "Client(s)") requests and authorizes Bullock Legal Group, LLC, Jeremy Fietz, Attorney at Law, and Law Office of David Bush (herein "Attorneys") to represent Client as legal counsel for all purposes for injuries and damages arising from the video game addiction and/or social media addiction of Client's student population, arising from conduct by multiple Defendants as identified during case work-up and evaluation. **Unless otherwise agreed in writing signed by both the Client and all Attorneys, Attorney representation DOES NOT include representation of any probate claims, child custody, tax advice, bankruptcy, medical malpractice, social security or workers compensation.** By execution of this Retainer, Client affirms Client possesses legal authority to bring a claim on behalf of the entity indicated. This Agreement does not cover any form of Appeal. A new Agreement is required for and Appeal.

- **FREE CASE EVALUATION:** The Attorneys will evaluate Client's claim at no upfront expense or fee.
- **NO FEES OR EXPENSES UNLESS WE RECOVER FOR YOU:** If there is no recovery, Client will not owe the Attorneys anything.
- **SETTLEMENT OF CLAIMS:** Client shall have the right to accept or reject any offers for settlement of the cause of action.

Client Cooperation and Participation

Attorneys agree to represent Client and to devote their full professional abilities to the case. Client agrees to be truthful with Attorneys, cooperate fully with Attorneys, to keep Attorneys informed of any information or developments which may come to Client's attention, to keep Attorneys advised of Client's address, telephone number and whereabouts and not to compromise or settle the claim without Attorneys' consent. Attorneys agree not to compromise or settle the claim(s) without Client's consent.

Attorney Contingent Fees

I hereby acknowledge that at the time of any settlement, any recovery or a verdict in favor of the Client, I, Client, will pay Attorneys thirty percent (30%) of any such settlement as the attorneys' fees. If the amount or calculation of fees is contrary to any applicable ethical rule, law, or regulation, such law, rule, or regulation will control. The Attorneys' fees will be shared among Attorneys as follows: fifty percent (50%) to Bullock Legal Group, LLC and twenty-five percent (25%) to Jeremy Fietz, Attorney at Law, and twenty-five percent (25%) to The Law Office of David Bush. The Client does hereby authorize Attorneys to engage the services of any other attorneys to assist in pursuing the above-described claim for and on behalf of the Client, which is deemed to be in the best interest of the Client, at no additional cost to Client. Client agrees to allow the Attorneys to divide (between the attorneys) such fee received in any way the Attorneys deem fair and advisable under the circumstances, so long as the Attorneys advise Client as to the name or names of such other attorneys who will share in such fee, along with disclosure of their respective fee splits.

Client is not responsible for any attorney fees in the event there is no settlement, recovery, or verdict in favor of the Client.

Court Costs and Case Expenses:

I also acknowledge that, in the event of any settlement, recovery, or a verdict in favor of the Client, I will be responsible for the payment of all court costs, investigative charges, telephone, copying, postage charges, court reporters and all other out of pocket expenses incurred by Attorneys in the pursuit and prosecution of this claim. As the Client, I may choose to pay an advance retainer toward costs. However, I understand that Attorneys are willing to advance these costs on my behalf, and such advance costs shall not accrue interest. Accordingly, Client will repay Attorneys any unpaid advanced costs and expenses at the time of any settlement, any recovery or any verdict in favor of the Client.

In addition, if Attorneys advise against going to trial and Client wishes to proceed with a trial against attorney advice, your Attorneys reserve the right to be reimbursed for any advanced costs and expenses in the event of a verdict in favor of any Defendants. **Otherwise, Client is not responsible for any case expenses and costs, (for general or case-specific expenses) in the event there is no settlement, recovery, or verdict in favor of the Client for cases the attorneys advise to go to trial.**

Costs and expenses include those out-of-pocket costs which Attorneys incur as are necessary and reasonable to prepare, pursue, and present Client's claim/case. For example, costs and expenses may include, but are not limited to, service of process charges, filing fees, court and deposition reporters' fees, jury fees, medical record costs, notary fees, deposition costs, long distance telephone charges, messenger and other delivery fees, postage, photocopying and other reproduction costs, travel costs including parking, mileage, transportation, meals and hotel costs, probate fees, lien resolution fees, investigation and legal research expenses, consultants' fees, expert witness, professional, mediator, arbitrator and/or special master fees and other similar items. Client understands that Attorney may represent numerous other similarly injured clients, and Client agrees that the term "expenses" includes general expenses incurred for the benefit of all such similarly injured clients. Expenses incurred for the sole benefit of the Client's individual claim, such as costs of obtaining your medical records and bills, copying of your case file, expert fees specific to your injuries. Such case-specific expenses will not be shared with any other clients. Client grants the Attorneys a lien on any proceeds or judgments recovered for Client's claim as security for the payment of the attorneys' fees and expenses to be incurred.

Costs and expenses will be deducted after the contingent fee is calculated.

Investigation and Attorneys' Right to Withdraw

We intend to investigate your potential claims and we may, in our absolute discretion, withdraw at any time from the investigation, prosecution, or counterclaim defense of this case. Attorneys further reserve the right to withdraw with Client's consent or for good cause, including, but not limited to a Client's breach of this Agreement, refusal to cooperate or to follow Attorneys' advice on a material matter, or any fact or circumstance that would render Attorneys continuing representation ineffective, unlawful or unethical. We may also withdraw from representation if we find that there is no source of recovery that we reasonably believe is available to satisfy any judgment that you might obtain.

Termination of Agreement

In the event of withdrawal by Attorneys or discharge by Client, Attorneys shall be entitled to reimbursement of reasonable costs and expenses actually incurred and, where permitted by law, compensation limited to the reasonable value of legal services actually performed prior to the date

of withdrawal or discharge, as determined under California law. In no event shall such compensation exceed the amount that would be recoverable under a quantum meruit theory under California law. Attorneys shall only be entitled to reimbursement of reasonable costs and expenses and/or the reasonable value of legal services actually performed as noted above, if good cause for withdrawal is shown in accordance with the California Rules of Professional Conduct. Client does not waive its rights under the California Mandatory Fee Arbitration Act.

Statute of Limitations

There are legal time limits to prosecute Client's claim, generally Statutes of Limitation or Repose, and if the Claim is not timely prosecuted then the legal right to pursue the claim may be lost forever. The Attorneys require reasonable time to thoroughly investigate Client's legal claims in order to uphold their ethical responsibility, and the Attorneys will not take action on Client's behalf without adequate time for investigation. Client assumes the risks and understands, agrees, and consents that the Attorneys shall not be required to pursue the Client's claims, to file a lawsuit, or to take any action to comply with any Statute of Limitations or Repose, if such limitations period expires within 120 days of the date this signed Agreement is received by the Attorneys. **Prompt return of this Agreement is very important.**

Participation in MDL and/or Consolidated Litigation

Client understands that Social Media Addiction claims/cases have been, and Video Game Addiction claims/cases may be, consolidated as part of Multidistrict Litigation ("MDL") or similar consolidated action, which is a procedure utilized in the federal court system to transfer to one federal judge all pending civil cases of a similar type filed throughout the United States. As such, Client understands that the undersigned Attorneys and other attorneys in any such MDL may represent other clients pursuing similar cases and that costs may be incurred that benefit all such clients. Client hereby authorizes Attorneys to charge Client for his/her share of these common benefit and/or MDL costs, including, but not limited to, depositions, experts, research, travel, and trial preparation. Client further understands that some MDL Courts may order an assessment, such as a percentage of each individual client's gross recovery, for the common benefit work performed by the MDL lawyers. The firm may receive compensation from a common benefit fund as leadership, but this will have no effect on the contingent fees to be paid under this agreement. Client understands that by allocating common benefit costs and fees among clients or other plaintiffs in the litigation, each client's costs are reduced and that this avoids one client bearing a disproportionate share of the costs and expenses that benefit all such clients.

Aggregate Settlement

Client understands that a group or aggregate settlement offer may be made to Attorneys' clients and that if such offer is made, Attorneys will abide by all ethical rules, including the ABA Rules of Professional Conduct, and obtain each client's informed consent to their allocation.

In the event that an aggregate settlement is proposed involving your claims and the claims of one or more other clients represented by this law firm, you will be fully informed in writing of:

- The total amount and terms of the proposed aggregate settlement.
- The existence and nature of all claims or defenses involved in the settlement.
- The terms of each client's participation in the settlement, including the settlement amount to be contributed or received by each client.
- The total fees and costs to be paid to the lawyer as a result of the settlement, if such fees or costs are paid in whole or in part from the settlement, or by any opposing party.
- The method by which fees and costs are to be apportioned among all clients.

No aggregate settlement will be agreed to on your behalf without your informed written consent. You will have the opportunity to review all material terms and may ask any questions before providing or withholding such consent. Your decision to participate or not is entirely your own, and your interests will not be subordinated to those of any other client.

By signing below, I acknowledge the above regarding aggregate settlements and authorize the Attorneys to participate in negotiations of aggregate settlements on my behalf. I understand that no resulting aggregate settlements will be agreed to on my behalf without my informed written consent.

Power of Attorney

Client hereby grants Attorneys a limited power of attorney to execute documents necessary to conclude this representation. The Attorneys are authorized and empowered to act as Client's negotiator in any and all settlement negotiations concerning the subject of this agreement. As part of this power of attorney, Client authorizes the Attorneys to require that any settlement checks be made payable jointly to Client and the Attorneys and the Attorneys may reimburse themselves for expenses and fees prior to disbursing money to Client. However, the Attorneys will not unreasonably withhold disbursement from Client. **No settlement of any nature shall be made without Client's consent and approval.**

No Guarantee of Results

It is understood that Attorney cannot warrant or guarantee the outcome of Client's case and Attorney has not represented to Client that Client will recover a certain amount of damages, compensation or other payments as a result of Attorney's representation.

Technology and Artificial Intelligence

By signing below, I acknowledge and authorize Bullock Legal Group, LLC and their agents to use technology, including artificial intelligence technologies, in the preparation and workup of my case. These technologies may assist in research, document review, communication, and other aspects of case management to enhance efficiency and accuracy. Any artificial intelligence technology used by Bullock Legal Group, LLC and/or their agents shall ensure the security of client information and data and prevent unauthorized disclosures. Any educational and pupil records transmitted to Attorneys will be maintained in accordance with the Education Code, 20 USC § 1232g, and implementing regulations. I understand that while these technologies can provide valuable insights and support, all final decisions and legal strategies will be determined by qualified attorneys at the Attorneys.

Complete Agreement

Client hereby acknowledges that the Attorneys have made no guarantees regarding the successful outcome of this matter and all expressions about the outcome are only opinions. This is the entire agreement. Client represents that no one has promised Client anything to induce Client to retain the Attorneys.

Client understands and acknowledges that the decision to hire the Attorneys was made willfully and independently without outside influence and no person has solicited Client on behalf of the Attorneys. It may be changed only by a writing signed by the Attorneys. If any part is contrary to any applicable ethical rule, or becomes unenforceable, the rest remains valid and enforceable. The Attorneys' choice to not enforce a provision is not a waiver of the right. Except as otherwise

stated in this agreement, any dispute arising out of or relating to this Agreement shall be resolved by binding arbitration conducted in Orange County, California, in accordance with the rules of the American Arbitration Association then in effect. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

CLIENT(S) AGREE THAT ATTORNEYS HAVE MADE NO GUARANTEES REGARDING THE OUTCOME OF THE CASE.

I/We have read this contract & received a copy.

EXECUTED effective on _____, 2026

**Dr. John Mendilburu, Superintendent,
on behalf of Kern County Office of Education**

Student Population within the District _____

Number of Schools within the District _____

Date

By: _____

Tina Bullock, Esq.
Bullock Legal Group, LLC

Date

By: _____

Jeremy Fietz, Attorney at Law
Cal Student Wellness Law

Date

By: _____

Law Office of David Bush
Cal Student Wellness Law