SPSSC
Student Programs and Services
Steering Committee

CCSESA

	Thursday, January 11, 2018 General Meeting 8:30AM – 4:00PM	
8:30 – 9:00	Welcome and Introductions	Diana Walsh-Reuss, Riverside COE, Chair
9:00 – 9:15	Recognition of Past Chair, Faris Sabbah "Housekeeping Items" Approval of November Minutes	Diana Walsh-Reuss, Riverside COE, Chair
9:15– 9:30	Approval of Treasurer's Report Proposed 2018 SPSSC Goals	Rick Martin, Orange COE, Treasurer Diana Walsh-Reus, Riverside COE, Chair
9:30 – 9:45	Legislative Update	Sandra Morales, CCSESA
9:45 – 10:15	Education for Youth in Detention Center Forum	Sean Morrill, San Joaquin COE
10:15 – 10:30	**BREAK**	
10:30 – 11:30	WE Schools Service Learning	Julie Budkowski, WE Schools Tiffany Walker, Riverside COE
11:30 – 12:00	Subcommittee Reports: • COEPACD – Eric Sonnenfeld, Merced COE • CTE – Garth Lewis, Yolo COE • JCCASAC – Wendy Frink, San Joaquin COE • Safety - Karen Donaghe, San Luis Obispo COE • SEACO – Amy Anderson, El Dorado COE	Subcommittee Chairs
12:00 – 1:00	**LUNCH**	
1:00 – 1:30	CCSESA Report	Sandra Morales, CCSESA
1:30 – 2:00	Finance Update	Damon Smith, Riverside COE
2:00 – 2:30	COE Entrepreneurial Programming (*Big Ideas in 5 minute Bursts*)	Matt Perry, Sacramento COE Telka Walser, Stanislaus COE Lynn Mackey, Contra Costa COE
2:30 – 2:45	**BREAK**	
2:45 – 3:30	CDE Update	Jeff Breshears, CDE Alison Greenwood, CDE
3:30– 3:45	Alternative Accountability Task Force Update	Roger Rice, Ventura COE Alysse Castro, San Francisco COE
3:45 – 4:00	Ad Hoc – Local Systems for Accountability & Program Effectiveness	Faris Sabbah, Santa Cruz COE
4:00	Closure	Diana Walsh-Reuss, Riverside COE, Chair

Friday, January 12, 2018 8:30AM – 11:00AM		
8:30 – 9:30	Welcome/Easel Topics	Diana Walsh-Reuss, Riverside COE, Chair
9:30 – 10:00	Expelled Student Plans	David Kopperud & Yvonne Evans, CDE

10:00 – 10:30	Models of COE Expelled Student Plans and Processes
	    Monterey COE Representative
	    Roger Rice, Ventura COE
	    Rick Martin, Orange CDE
	    Pam Coronado, Fresno COE
		Faris Sabbah, Santa Cruz COE

10:30 – 11:00	Closure	Diana Walsh-Reuss, Riverside COE, Chair

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2018 SPSSC Meeting Schedule
@ Sacramento County Office of Education

March 1 – 2, 2018
May 3 – 4, 2018
September 6 – 7, 2018
November 1 – 2, 2018

"Leaders must be close enough to relate to others, but far enough ahead to motivate them."

~ John Maxwell

Conference Name: SPSSC Meeting - Day 1
Date: 2018-1-11
Time: 08:00:00 AM to 05:00:00 PM

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http://vcportal.k20video.org/flex.html?roomdirect.html&key=eoKZQctBSFHnfSMXy5JoCcG6COk
PIN: 12378 (# sign is not required)
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Conference Name: SPSSC Meeting - Day 2
Date: 2018-1-12
Time: 07:00:00 AM to 08:00:00 AM

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PIN: 73628 (# sign is not required)
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Steering Committee
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	Thursday, November 2, 2017 **General Meeting** **8:30 AM – 4:00 PM** **Draft Minutes**
8:30-9:00	Welcome and Introductions – Faris Sabbah, Chair, opened the meeting with an ice breaker where he handed out a blank California map of the counties and had the group fill them in. Only one person, John Armstrong was able to fill out the whole chart completely. The group did a round of introductions and then reviewed the agenda for the day. Faris asked for a motion to accept agenda, Carmen motioned and seconded by Rick, all ayes to approve, no dissentions or abstentions.
9:00-9:15	"Housekeeping Items" – Faris Sabbah, Chair Approval of September Minutes – Diana motioned, Carmen seconded approval of minutes, all ayes, no dissentions or abstentions.
9:15-9:30	Approval of Treasurer's Report – Rick Martin, Treasurer, Orange COE, sent around the membership list and told the group to note if they are not on the listserve and he would ask CCSESA to add them to it. He then went over the treasurer's report with expenditures and actuals. Still in the process of finalizing numbers so there are some estimates. The plan is to have a joint dinner in January with CCSESA, also noted in report. Rick then asked if there were questions, there were none so Michelle motioned to pass report, Pam seconded, the group then passed with no abstentions or dissentions.
9:30-9:45	Legislative Update – Gabrielle Marchini, Leg Rep, El Dorado COE, sent the report out on the listserve so that that the group may make notes. She is reporting on the October 15th meeting and also some outcomes of what they were talking about last year. She also noted that some bills may be interesting to the group. Sandra has asked for feedback from the group regarding bills that she should keep an eye on for the upcoming year. AB1124 – defer or decline issuance of a diploma; county office shall notify student of their right for a diploma. The governor signed it and moved forward, there is a link to the language in her powerpoint so you can see language in the bill, but it has not changed since last time. SB 328 – School Start Time – failed to pass the assembly, did not go anywhere, there were some options described in the language of the bill though it did not progress. SB 304 – Joint transition plan – vetoed and did not move forward, Gigi is not sure why and what was behind the veto. AB 830 – high school exit exam is off the books and cleaned up language and eliminated it, may resurface later but it is clean up language for the most part. AB 318 – independent study policy and the need to have face-to-face interaction on a regular basis for the well-being of students. The bill was held in committee, did not move forward. John asked if it failed in committee does it become two year bill but Gigi heard that this one is not, she hasn't heard if it will be moving forward in a different iteration. SB344 – Interdistrict attendance; requirements in how long a county office has to respond to families when they appeal for transfer, requires a class 1 county to make some determination within 60 days up until 2023. It requires class 2 counties to determine within 45 days.

	SB 12 – Foster Youth Postsecondary education financial aid assistance, language about a 16 year or older will have assistance filling out paperwork, requirement so that they can access services they need.

AB 1217 – State School proposal – stalled on committee floor, a lot of pressure to pass it and Gigi would not be surprised to see it reemerge. Does not fall under charter school guidelines. Chris asked, but it is not a school yet, at SEACO they reported on it and Emily will follow up specifically that what is defined by state school and special education requirements.

AB 607 – Willful Defiance – eliminates expulsions for Prek-K and modified for 1-3 grades, didn't want to limit it and there was a lot of arguments around it and Gigi thinks it will reemerge

AB 699 – Immigration policies – this will be developing, lots of interest around this subject.

Gigi noted that Sandra asked for input about other items that the group would like her to follow and pay attention to. Mary asked about SELPA bill to relocate Medical Therapy Units, Emily noted that there is a lot of discussion with MTU folks and CCSESA will be having conversations about this topic. Special education funding is also another issue that is of interest and they use the state SELPA report as to how they relate their discussions.

Pam asked about a meeting with Senator Holly about court and community schools in November and Wendy noted that it is research through the state libraries. Telka noted that they met with the senator and it was a discussion initiated by the Youth Law Center report and the CCSESA report and the senator is attempting to gain context about the reports. Disability Rights advocates and the Youth Law Center have been making their way to different programs around the state and Pam noted they have been to different counties.

Garth also was invited to this meeting and he was made to feel that Holly Mitchell was the client in a phone conversation. He noted that there was some legislation from Holly Mitchell that the governor signed regarding court schools and also more that had to do with probation. He feels that if they are not at the table they will not have good representation and decisions may be made without proper input. Matt noted that he will attend, Garth is thinking that he will attend as well. Monica may attend as well.

Diana noted that maybe the group should look at the survey and create some structured talking points so that they can highlight what is important to the group. Pam asked who has been visited by Disability Rights. David asked can we get a copy of the survey and the invitation of who is attending to focus the talking points. Someone will send the survey out to the rest of the group.

Gigi noted that once the new bills surface she will bring copies to the group for input. |
| 9:45-10:25 | Building Data for Inquiry and Accountability – Faris Sabbah, Chair, presented on how to use data in a wise way and promote a better understanding of our programs, an overview to create some useful reports. He noted that some in the group are experts and others could use some direction. He went through a powerpoint that noted equity, disproportionality and advocacy. He asked the group to talk among themselves about equity in their programs.

Garth talked about the process of providing support services, getting students what they need when they need it, a part of amount and timeliness. Faris shared a graphic that illustrated equity versus equality. Matt noted that there is still some inequities in the system, what do the school outcomes lead to in the future. Gigi noted that it's a bigger conversation of our underlying assumptions and what those assumptions are. |

	What does it mean to be data driven for equity? Faris went through all the different points of data. He went through the data trust made up of different counties and agencies to pour data into a data warehouse, data zone. He noted the hardest apart has been the legal framework to let this take place. A team of folks have created sharing agreements to help make this happen. The team is made up of social services, probation, behavioral health and education components. They are in the third year of implementation and they are excited about this sharing of information across the county lines.

Many people are excited about getting data but not so much about sharing their data, so that can be a factor. David noted that as a part of one of counties and he noted that there is a foster youth component and their work with DHCS is really positive, it's going to mean a lot of professional development with staff and that relationship piece is going to need some shifting.

Emily asked what data have they received from social services, David noted that for the school side they have organized data sets and drill down to students and robust analysis system, probation gets increased access and increased communication. Not so much from probation to the school site other than getting contact information. John noted that the trust needs to be met at each of the levels.

It's not a data dump, it's more like you log on and search the databases, the initial data is simple and it goes from there. The difficult part is how far they will go to satisfy everyone's needs. Faris noted they have education data but data is limited on the other sides. The partners should be entering data nightly but not very timely so there is work on those pieces that still needs to happen.

Monica asked what level of data, she asked what information would I be getting? David noted that it's more on a need to know basis, on who's asking such as admin vs case worker. So a lot of the sharing is already being done but this could be the direction that education will be going in regards to sharing data.

One part is the universal id that begins in kindergarten that will be going backward so that can identify preschool and if students attended. It will go up through the K-12 system and up through post-secondary. Faris also shared the machine learning aspect saves time and will let you know which types of students you should intervene. Chris asked if it's in alignment with the Foster Care format, he wants to share data and Faris noted that the foster youth has been the impetus and David noted that there are standing meetings where they are pushing this forward. |
| 10:25-10:40 | BREAK |
| 10:40-11:30 | (Continued) Building Data for Inquiry and Accountability – Faris Sabbah, Chair, went through the data systems, asked the group what they used for their student information system, most use Aries or some version of it. Data Manger and Data Warehouse are the other pieces of the system. Faris shared a graphic of Demographic Data how it leads to services and leads to outcomes. He went through the basic uses of data including disproportionality, is there a meaningful difference between the number of demographics and number of suspensions, Gigi noted that graphic was really helpful in showing what disproportionality meant. He shared stories about some situations at a former school, which exacerbated the in house suspension at that school as it showed the inequality of the demographics of who was getting this type of suspension. May need to look at data differently depending on the question asked, can be skewed when related to demographics. |

	Faris went on to describe the comparisons by treatments, the reading level graphic showed students served and not served. Difficult to do without clean high quality data, can weaken data when not looked at in a complete lens. Faris asked what the demographics that are important to you are. What do you have access to and what are the challenges to getting this information? He asked to focus to services and how to look at those services what are you doing? How do you have access to it, like PBIS Read 180, how do you get this information? He asked the group to create their own chart and focus on services.

What services are you interest in? John said their program services/interventions, online programs and their teacher/student ratios across the programs. Chris wanted to know about group services for kids that is paid by medi-cal and what are the outcomes? Faris noted there can be differences in the group of the students in who needs counseling services and who doesn't and that may skew the data.

Laura noted that their school counselors guide them in what kind of data that they collect. American School Counseling Association provide national standards for school counseling, they say the ratios should be 250:1 student. Mary Ann said that they need data on how impacted the students are academically.

Garth said that they would like data on youth who receive family visitations and engagement in programs that are happening after school hours and on the weekends. Rick noted that they would like to see the links between students who are involved in sports or working and how it links to their academic performance. Knowing how important instructional aides are to outcomes would be good to know as well.

Christina would like to learn more about the recidivism rate between juvenile and adult schools/programs. Also knowing when they graduate who goes on to do what, do they get jobs or reoffend? That's an outcome and that can be hard to find out about. The biggest challenge is trying to find students once they leave programs/services.

Faris went through a sample nexus on entering services, a program they used for 10 years. When you have rich data you can get a large database of information and it gives you all the information you may need. Faris created his own system for his specific needs. He can help the group document the services if you can provide the information. Emily noted that there are places to which module could you modify to gather this information. Faris went through some sample data to share with the group. Gigi noted that she would like to know more about how to capture data on the absences of teachers and how to look at that data.

Faris shared a demo in access and how to quickly import data. He shared a list of services and a list of demographics in excel and then imported that into access and linked the two. Faris will be giving homework to the group to bring their data and then will be walking the group through the process of putting it into a workable format to view and make tables out of in a future meeting. |
| 11:30-12:00 | Subcommittee Reports by Subcommittee Chairs:
COEPACD – Eric Sonnenfeld, Merced was not able to attend but he did give a report via a handout.

CTE – Garth Lewis from Yolo shared out about CALPADs and sequencing and has information about students in court and community schools. There is a need for consideration to give students credit in vocational ed sometimes that is on the radar. Yolo COE is hosting a CTE conference and in there will be on in April in Orange county, registration on CDE website. He spoke about some CDE restructuring. There may be ongoing CTE incentive grant funding, potential source of funding, at next meeting in November, Peter Birdsall will give an |

| | update. A lot of statewide training going on. State wide conferences coming up in November. Garth shared information on some events they have coming up regarding equity in December and also about resilient learners, he left some information for the group to look at.

JCCASAC – Karen shared on behalf of Wendy Frink, regional meetings have all taken place, and January meeting will be in Orange county, and members like those meetings as they are more local and focused on their needs/wants. She shared the handout which noted the information and noted that the May meeting conflicts with SPSSC on May 9 & 10 so we may move May SPSSC meeting to May 3 &4th. Karen shared that they will be meeting today and talking about school site safety plans and there are a lot of separate roles that they are asking staff to be a part of so they will give an update on that conversation. Faris noted that they are finalizing their safety planning in December and he can give an update then.

SEACO – Emily Mostovoy-Luna from Ventura reported out and went through the updates about infant funding in special education and a refresher on how it is calculated. She shared about a presentation on IEPs and best practices, focused on SEIS and she can share out the rest of the presentation with the group if wanted. There may be training for the Beyond Singing in the Rain handbook, so they may be motioned to create a professional training to go with the access guide, hopefully when you buy the guide you will get the training, it is going beyond California. Rick asked what is PIR, Performance Indicator Review, Emily clarified that it is pulled from the district of residence, COEs potentially get it from charter schools. Faris noted that there are over 200 districts noted as needing assistance per the dashboard and the COE needs will be amplified, they will find out which districts will have needs in November.

Michele noted that the group should work with CDE as there are mergers to move special education under general education, there is some parallel work and we should be working together, we should be advocates for that work. Emily noted that there are a lot of reports that need to be done one after another and it takes away from the group work. Michele noted that it creates silos of just special education kids and not looking at them under a general education umbrella. Faris noted that it is creating an uneven a state wide landscape. Amanda commented that CCSESA is seeing that and it is creating discussions and the goal is to make the work streamlined.

Diana asked about the toolkit from El Dorado and if there are trainings going around it, Amanda agreed that the trainings are going on but she doesn't know how they are being shared out. Diana would be very interested in this and she does find it confusing regarding having SELPA in the mix as well.

Diana also asked about the MAA and medi-cal audits that are happening. Amanda says there has not been a lot of progress on that, one LEA may be looking at legislation, on that and may be an audit guide going forward but there is no real solution at this time. Emily shared a strategy she used which is negotiate a cap of what they would take back, they also agreed to review current practices of what they are doing and if they are doing it right or wrong. They got specific feedback so it seems like the auditors are at least open to negotiations. |
| 12:00-1:00 | LUNCH |

1:00-1:30	CCSESA Report – Amanda Dickey reported out about the general meeting in October, there was a lot about technical assistance and protocols, the CISC protocols were reviewed by the superintendents. The statewide support group met to talk about how this support would be approached to make it a more cohesive. Trying to make something more streamlined especially about apportionality in this state. Ongoing conversation but she is optimistic about partners that are in the room for a solution that is cohesive.
	Amanda said there was a lot of talk of intolerance and inclusion, a lot of talk about federal government and what is going on in California, stuff that you didn't think you would see. It culminated in superintendents feeling like they needed to say something and that they wouldn't tolerate bullying and hate within California schools. There is a webpage for resources about inclusion and intolerance, from CDE and other county offices, from vetted and well respected resources, child focused.
	PACE came and presented and asked questions about LCFF and COE offices and that is good news, they asked what CCSESA and subcommittees were doing to support LCFF. Amanda noted their responsiveness and they gave helpful information, it was a very positive discussion.
	Amanda shared a brief on teacher shortage and the creative ideas on how to retain the teachers we do have. The policy brief she shared goes deeper into the topic, with more recommendations to the state and LEAs. She noted some recommendations from the CTC, total in five for LEAs and state policy makers. Diana asked about the pipeline grant and the extra funding needed there, she noted that some special education paras would make great teachers and are great candidates and she is hoping to see more about that grant. Amanda is glad to see that the intent is the product of that grant.
	Amanda mentioned that charter schools was a topic of conversation as well, they are hearing from people that they are at critical mass with charter schools and there was discussion around what CCSESAs recommendation be, how they are participating in conversation about charter schools.
	She commented that the issue is that there aren't enough tools and timelines are too short, what do you need? Tools? Funding? Technical support? What could we ask for to move the discussion in a positive way? Matt noted that they have a lot of appeals coming up and meeting those timelines can be a challenge, there is no procedure but timeline remains the same. Most of it is the time it takes to review them.
	Steve said that 31 charter schools are being reviewed in their county, they actually have more charter high schools than regular high schools and that is becoming burdensome. Some charters are getting more aggressive and established and they don't think they won't be not renewed. Faris noted that the five year review needs to be looked at, a challenge to maintain racial balance for the community they serve, not a lot of options, there is only a yes or no and to remove a charter is a big deal. He thinks that the five year review needs to be more flexible.
	Faris also noted that CARSNeT, technical assistance and professional development and training, for those who review and provide oversight charters, through Alameda county needs to be expanded. Will be replaced with SEECAP, professional network for charter authorizers, can be built out through the state wide level? Not all COE's can take advantage of this, need to figure out how it can continue as their grant is expiring. Faris noted their templates are really helpful, what to look for, sample MOUs, can be a good resource. Rich noted that the capacity to take on the charter school review can be debilitating.
	Monica talked about charter school appeals and how contentious it becomes. Amanda asked who agrees with that statement, difficult conversations to have and increase a fall out of

relationships with charters. Michele noted that the district sometimes doesn't see the COE role of the appeal, definitely an issue in Butte, negative relationships with districts.

Amanda noted that last year there was a bill last year limiting the scope of charter school review, would it be beneficial review on a de novo level of charter schools for counties? Rick noted it's a possibility but often times the district denies a charter and then it moves onto a board that is more charter friendly so then the district askes what was wrong with our review? Michele noted that they move on to attorneys reviewing and moving up the process, which isn't helpful. Steve noted that some board members just always say yes no matter what so it's not really fresh eyes.

Amanda thinks that if the review was more limited would that cause less of a rift between COEs and districts, how big a problem is this? Gigi noted that it is always tense and they are relying on the relationship before the review to continue. She thinks that some of the small districts will be losing kids and that is the bottom line to this. Rick thinks the review with fresh eyes would be helpful. Diana commented that three of their board members have a lot of support from charter schools, their board always seek the support from the community as key and very important, especially when up for review at a board meeting.

Amanda noted that they are aware of the LA meeting and this would be about the California Research Bureau handout that Diana was sharing, interview questions from the survey that was sent out. Janine talked about senator Mitchell and they spoke with her about some of the challenges that they face, working on a response to the questions. They have started a google doc from San Joaquin county to respond to these questions. She will be going to meeting on the 17th, they recommended that a member of CCSESA attend, their superintendent reached out to Peter Birdsall to have someone attend from CCSESA and they are waiting for a response.

Diana broke up the room to respond to questions from the survey from Senator Mitchell and then the group came back to share out the responses.

1. Offer CTE courses in the court schools, developing comprehensive transition planning. Course completion.

2. Curriculum is similar if not the same, some of the supplemental pieces are the same, reflects cultural background and living experiences and partnering with other agencies. Programs have smaller group instruction and programming, utilizing individual data helps drive how they interact with student groups, in more than one way, instruction as well as the assessments. WASC Accreditation. Awareness that there are multiple grade levels and skill levels, are you teaching everyone the same? Important to frame the length of stay that is decreasing and safety is out of control of the educational environment. Numbers are declining and length of time is shorter. Many have UC approved courses through cyber height requirement of courses, accessing colleges while they are with them.

3. One person captures SARC data, demographics are accurate though kids change all the time, some use outside agencies for SARC, will be using the CDE template. How good is a school doing? But doesn't say how our schools are doing because of the populations we serve. Alternative accountability systems and the need to address indicators that are applicable to our schools, they are unique. Hard to find CTE indicator for course completion. The SBE has recognized alternative accountability system. Reporting only captures 11th grade and that does not completely see all the information.

	4. Yes and no, our students come with deficits so poor test scores are semi accurate but don't apply to programs in place to affect those deficits. Sometimes student test scores during incarceration are affected as a traumatic event.
	5. Most counties use a foster youth database, credit completion because of 130 that court schools have, assessments from pre and post from learning system utilized, MTS data beginning to develop. Ongoing assessments.
	6. Biggest challenges: high mobility and transition rates of the schools, tracking those students, where they are emotionally, and what trauma is reflected, to review those assessments, and try to provide multiple opportunities, embed assessments and varied grade levels of the population.
	7. Some programs use Renlearn or NWEA, special education person or team, foster youth database, scantron performances, and let's go learn.
	8. Transition plan, *My Action Plan* through Santa Clara, building it into an app platform to pull up on their smart phone with their transcripts for students, develop plan in the intake process, transition meeting before they go out if they are in for long enough, dedicated transition specialist for outgoing students, clinical care in there, mentors, transition specialists follow up with phone calls to schools, dedicated clerical staff follow up on kids that are released, 30 day form for follow up with student when they leave.
	9. Transition specialist, full time consultant, full time teacher who works on transitions, meeting every Thursday, transition begins on day one
	10. LEA decides where students go back to after their incarceration, their next placement is involving decision to be made at the district level, voluntary removal, alternative environment
	11. Probation, courts, juvenile courts, judges, advocates, public defender, CPS, ed rights holders, families and students
	Pam talked about the upcoming CISC symposium and there is information on Science and the SBE, please send representation to the county office, conference is in February.
2:25-3:00	LCAP Federal Addendum – Jeff Breshears, CDE, they are reaching out to districts who are dealing with the wildfire aftermath and to see if they need an extension on a submission. Will go out to superintendents and dashboard coordinators, county, district and school reps will also get this letter. Federal Addendum is known as the LEA Plan, current approach can be done three ways, where is ESSA provided in the LCAP, identify another document, or you can put it in the LCAP itself. The alternate approach was developed in response to stakeholder feedback from the October memo. ESSA provisions addressed within the LCAP, you've met the provision why would you need to do an addendum? Not all LEAs note the provisions. Jeff gave out some worksheets looking for feedback on Title I, Part D and asked the groups for their input, focusing on priorities on 9 & 10. Jeff asked for questions, thoughts, Pam noted that their first section could answer this, our priorities could just be noted there. This is captured in the story box, if you have an LCAP, this is addressed by an LCFF requirement. Carmen noted that all the different programs and when they look at 9 & 10, there is not going to be a high level of data for districts, conscious of tying ourselves to data that is out of our control. How would you make up that gap of not having community schools? If we include it in the LCAP for the priority if you've gone through

	the LCAP process then you have met the provision. Jeff will gather the feedback and take it back and he thanked the group for their input.
3:00-3:10	BREAK
3:10-3:20	Additional CDE Updates – Yvonne Evans, CDE, shared about the 2018 Countywide plan for provision of education services to expelled services. The second item she talked about was when you disenroll a student from independent study you would use T160, that there is a connection to the district they are going, that the student is just not dropped. They are afraid they are slipping through the cracks. David asked how that applies to the 18 to 24 aged students who are in the community school system and moving onto the charter school system. Have to have a way to track them in CALPADS and master agreements for independent study students.

Another case she was talking about was waivers, a discussion that occurred between CDS code people and education options office. They had an issue about approving changes for counties and Yvonne received a list of schools that have changed names and addresses. Something else like the grade levels have changed and because of Chuck Fisher is that when a student is expelled in a comp school in say fifth grade they don't fit in 9-12 space so in CALPADS they are dropped. If you do receive a student that is sixth grade and you only serve 9-12 you must contact CDE and get a waiver. Yvonne has had about six show up but there may be more. Pam asked if it's for JCCS and Yvonne said for the community schools. |
| 3:20-4:00 | Alternative Accountability for programs – Diana Walsh-Reuss gave an update on the statewide advisory task force on alternative schools, there is an adhoc committee that will be advising and she asked if anyone would like to be a part of this with Faris. This is part of the work with California's proposed model of the statewide alternative accountability measures and trying to keep it consistent with the dashboard and appropriate to youth at-risk of dropping out.

Dashboard for alternative status – go to CDE and opt in or out of this dashboard if you have a program that needs to be included. Diana went through the local accountability measures that are proposed right now, they will go into them deeper. There are six measures that align with the LCAP.

Another group at CCSESA are looking at emerging, promising, and best practices in about 20 different areas and they may be visiting programs in the future. Diana went through the list of the interesting programs. Your county office may be contacted for a visit. Diana then shared about the four statewide alternative accountability measures. The one they have talked about the most is the one year graduation rate, Jenny Singh is looking at that rate, to see what the data would look like. A cumulative one year rate, or should there be more of an adjusted rate. Diana noted that the high school equivalency is something that she is excited about. David asked about the one year graduation rate and he wanted to look at something shorter, even at the semester level, Diana noted to get to this one year rate was a big accomplishment.

Diana talked also about the mobility rates, college and career indicators and chronic absenteeism. Mary Ann had a comment about chronically absent that if they were in their school for one month and they miss two days then that's a big dip in rates, she doesn't think that the rate should be something that is shared, it can be very skewed since they are only in their program for a very limited time. Diana noted that this would be more focused on K-8 but that is a good point that even a small absence could skew the rate.

Diana asked the group to text their thoughts to her online poll on *what word or phrase describes your thoughts about the preliminary alternative accountability work?* She shared |

| | out a story of one of their teens and the challenges that teen faced in her life and how she ended up in their program. She said that they were going to ask their county offices to share a success story at one of their next meetings.

Diana reminded the group to respond to the survey monkey that she emailed earlier today about future SPSSC meeting topics.

Yvonne shared a story when she visited a site at one of Diana's schools and she appreciated having a positive experience at their juvenile hall.

Pam clarified that that it is Improvement Science strand from her earlier discussion, how to track continuous improvement in students conference that will be held in Monterey.

Faris pointed out the research report in the packet regarding teacher recruitment, to support the effort to get young people into the teaching program and creative ways to make that happen. He shared a story from his county on how they have been working to fill the teacher vacancies in their programs and how his superintendent is working to creatively recruit.

Faris also noted the legal update handout from the assistant general counsel from the school and college legal services of California. There are some suggested guidelines for special education diplomas and certificates of completion.

Differentiated assistance is another topic they discussed that is going to CISC for review and hopefully approved at the November meeting. Which districts are determined for differentiated assistance and that will be coming down the pipeline.

Diana clarified there will be a dinner on January 11th, a dinner for the SPSSC and Faris will be sending out an email about participating. |
|---|---|
| 3:50 | Congrats to our SPSSC Star, DJ Pittenger
Faris closed the meeting at 3:50pm. |

	Friday, November 3, 2017 8:30 AM – 11:00 AM
8:30-9:25	Welcome/Easel Topics (Closed Session) – Diana Walsh-Reuss, Incoming Chair, opened the meeting at 8:30am, she asked the group to do a round of introductions and then the group participated in an icebreaker activity. The group then discussed the closed session easel topics: • Special Education at adult charter schools for 16-18 • Title 1 Letters (Ineffective Teachers) ESSA • Scheduling Question • Juvenile Hall Encroachment • BP Court School Graduation Requirements • Media Request – Voice of San Diego • Comprehensive Sexual Health Requirement
9:25-9:30	BREAK
9:30-10:30	Commercial Sexual Exploitation of Children (CSEC) Protocol – Jeneé Littrell from San Mateo Administrator from Safe & Support of Schools presented on human trafficking in California's Schools. Diana said that this was a topic at a symposium in Riverside county

and apparently the freeway through Riverside is a major trafficking route and this news can be startling when you realize how close it is.

Jeneé started out asking who has seen victims in their school system, then she asked are they doing any kind of training for awareness or programs that support these victims. In San Diego county they started doing this work in 2007, early prevention work in K-8 schools. We may have knowledge of risk factors but not sure how to share that information as it becomes an issue of confidentiality. There is a lot of research that shows that exploiters know how to get access to vulnerable children in our alternative schools.

The state of California struggled to update laws to meet the needs, child welfare scope was modified by law through SB 794 in October 2015. Child welfare now has more ability to intervene and it allows schools to partner with folks who can respond to instances or at least suspecting that this is happening.

Counties received letters that let them know that they can make reports of at risk factors. Pam noted that in Fresno there is more awareness to decriminalize the victims and they are looking at the screenings when they have students come into court schools. Jeneé noted that you can get 25 to life if you exploit a child as an adult, but now younger children are working as recruiters as they will not get such harsh sentences.

In San Diego they helped establish that if you suspect you have recruiters or sexual trafficking at your campus then they have specific steps to take. Jeneé will send out a diagram of real steps of how to deal with suspected recruitment and what to do if you have a suspected victim of human trafficking. Jeneé went through the steps. It also includes how to deal with a confirmed victim, alternatives on how to deal across the systems, she shared how they deal with this situation in San Mateo.

Michele asked that they have been focused on prevention and if they aren't at school that means that recruiters and traffickers are not at school, Jeneé mentioned that there are three levels, one that haven't been in school like that. Then there are folks that are involved and sent in to recruit at the school and are not there to learn, and there can also be kids whose family and community network are grooming other kids such as getting others to parties so they are at school and getting some others to participate.

Human Trafficking 101 for School Administrators and Staff Guide came out in 2015 and that is available online, a good resource. Jeneé shared some victim voices and examples and some of her stories of victims of her schools. She talked of social autopsies, figuring out what is going on with students. Exploiters are expecting administrators to be clueless and that will make a big difference. Being protective in school can keep someone safe while other protective factors can put her at risk, so it's a combination of factors. Jeneé talked about putting mechanisms in place so that they know how to respond when they suspect or have a confirmed victim, so that we are not missing opportunities and playing into exploiter's hands.

(CSEC) Commercially Sexually Exploited Child/domestic sex trafficking is the correct terminology and not use prostitute, keeps the correct mind set rather than making it a choice. Jeneé went through many terms and examples of how you can kind of figure things out in certain situations. The official number from the federal government is 250,000 – 500,000 victims each year of CSEC. Jeneé noted that it's a very hard to prevent because it is low risk and high profit, as it is easy to conceal, younger children are able to be manipulated, and humans are a renewable resource. When attempting to convict adults one has to show very definite elements but it is easier to prove with younger children as you don't have to show that type of certainty.

	Jeneé defined *throwaway youth* when asked, they are hardest to engage, no active guardians involved, they are on the fringe or societal throw aways, it's an official term. She shared about the Polaris project in Washington that runs the national trafficking hotline and showed the statistics, in a picture that there are concentrated on the coasts and in urban areas. Traffickers like to move victims around so that they are harder to identify and they make less connections with people who might identify them as victims. Average age of victims is 12 to 14 for girls and 11 to 13 for boys, our middle school kids. When a report is not properly handled it sends a bad message to our victims that we don't care or that there's nothing we can do about it. She shared a continuum of sexual abuse, a list of risk factors and a list of victim vulnerabilities. Matt noted that they can't find any data in victims in the south east Asian and Latinas at their sites, Jeneé also saw that in San Diego and they may be under the radar so there's another layer that keeps them from getting picked up, it's kind of a cultural pocket, the dynamics are looking very different. She would guess that they are missing something in regards to this population. Diana asked if it is only in the urban areas and Jeneé said not necessarily as there is a big uptick in North Dakota because of the native Americans in the oil industry. But cities are popular because there are more people, more victims and more opportunities for victims to fall through cracks. So it does happen all over geographically. Jeneé shared some of the pathways and precursors to CSEC and how it gets normalized and it's not as far away as you might expect. Jeneé shared some stories and her experiences and also shared some behavioral indicators. Jeneé talked about updating the guide and developing a training of trainers so that they can work collectively across California. So that we can become as sophisticated as the exploiters and limit their success. Gigi shared one of her experiences and she noted how important it is to train staff to recognize the grooming behaviors. The decriminalization layer has come in and the victim centered trauma support needs to be a sophisticated understanding of their environments. Jeneé shared a story of getting undercover cops to break up a ring of human trafficking at her school.
10:30-10:45	Future Topics for Discussion – Diana Walsh-Reuss, Incoming Chair • Youth Law Center – actually inviting them and what are their thoughts, what could we interact with in terms of that • Disability Rights Group – dialogue on what we are finding as we are being visited, how we can support each other and being prepared for when they come • Expelled Students • Special Ed guide • WASC – requirement of substantial changes in program is a challenge, Karen noted that they filled out a form that kept them being held to that standard. John noted that they WASC were following up more and it had to do with having their directory up to date • Finance • Safety Plans - Plans for counties that don't have community schools, a process on how to deal with the plan, a timeline or process, timely for January as they are due in the Spring • Independent Study and attendance, how to improve attendance in that situation • FICMAT – overview of their work and how it applies to county offices Moving May 2018 meeting from 10 & 11 to 3 and 4. Diana closed the meeting at 10:45am.

Proposed 2018 Goals

The Student Programs and Services Steering Committee (SPSSC) strives to cultivate a responsive student-centered learning community that

- Fosters a culture of collaboration, support, and leadership capacity-building.

- Promotes research-based best practices, strategies, and tools while engaging members in professional learning opportunities.

- Collaborates with the greater CCSESA organization, its subcommittees, and with other stakeholders and organizations in developing policies and solutions that drive positive change and continuous improvement.

- Increases depths of knowledge and informed decision-making in the following topic areas: Local Control and Accountability Plans, Accountability Systems, Fiscal Issues, Curriculum and Instruction, Rigor, College and Career Readiness, Assessment, Transition of Students across all programs and age groups, Alternative Education Special Education, Migrant Education, Charter Schools, ESSA Implementation, Legislation, and Early Childhood Education.

Evaluating California's System for Serving Infants and Toddlers With Special Needs

MAC TAYLOR
LEGISLATIVE ANALYST
JANUARY 4, 2018

LAO

Executive Summary

California Serves More Than 40,000 Infants and Toddlers With Special Needs. In 2015-16, California provided early intervention services to about 41,000 infants and toddlers with special needs. These infants and toddlers either have a disability (such as a visual or hearing impairment) or a significant developmental delay (such as not beginning to speak or walk when expected). The state's early intervention system provides these infants and toddlers with services such as speech therapy and home visits focused on helping parents promote their child's development. Parts of California's early intervention system date back more than 35 years. During this time, the state has not regularly, or even periodically, evaluated this system. In this report, we provide a comprehensive assessment of the system.

Background

Services Are Provided Through Three Programs. California's plan for serving infants and toddlers with special needs involves three programs operated by two types of local agencies.

- *Regional Centers' Early Start Program.* Regional centers are the main provider of early intervention services in California. These centers are nonprofit agencies overseen by the Department of Developmental Services. In addition to their original mission—coordinating community-based services for adults and school-aged children with developmental disabilities— regional centers coordinate services for about 33,500 infants and toddlers with special needs.
- *Schools' Legacy Program.* The state also provides early intervention funding for 97 schools that have a long legacy of providing early intervention services. The state funds these schools to serve the same number of infants and toddlers as they served when they first received state funding back in the 1980s—about 5,000.
- *Schools' Hearing, Visual, and Orthopedic Impairments (HVO) Program.* Although regional centers are required to serve most infants and toddlers not served in the school legacy program, schools are required to serve infants and toddlers who have solely HVO impairments and no other eligible condition. Schools currently serve about 2,500 infants and toddlers with HVO impairments, of which about 1,500 are served in the school HVO program and 1,000 are served in the legacy program.

State Provides Most Funding for Early Intervention Services. Although services are required as a condition for receiving a federal early intervention grant, this grant covers a relatively small portion (about $50 million, or 10 percent) of associated service costs. State funding covers the bulk of service costs (about $370 million, or 77 percent), with other fund sources (such as health insurance billing) covering the remainder of costs (about $60 million, or 13 percent).

Schools and Regional Centers Provide Similar Services Using Different Delivery Models. Although federal law outlines a general process both schools and regional centers must follow in serving infants and toddlers with special needs, the two types of agencies use notably different service delivery models. Specifically, schools tend to employ their own service providers (such as speech therapists), whereas regional centers coordinate services offered by independent service providers.

Assessment

Important Differences Between Schools and Regional Centers. Although considerable overlap likely exists in the populations served by the two types of agencies, schools spend much more per child than regional centers (about $16,000 as compared to about $10,000). Additionally, regional centers tend to offer parents more choice among service providers. Finally, regional centers are better equipped to help parents access public or private insurance coverage.

California's Bifurcated System Likely Causes Service Delays. Because California's system is divided between three programs and two types of agencies, parents and agency staff are frequently confused as to which program is responsible for serving each child. Moreover, California lags nearly all states in providing timely services. Many infants and toddlers wait weeks or even months before being placed in the appropriate program, during which time they do not receive services. California also performs worse than other states in facilitating transition from early intervention services to preschool special education. Based upon our conversations with stakeholders, we believe these preschool delays likely result from some regional centers struggling to coordinate with schools.

Recommendations

Unify All Services Under Regional Centers. Given the shortcomings of California's bifurcated system, we recommend the state unify the system under one lead agency. Compared to California's existing system, a unified system likely would provide more timely services and provide more equal funding for each child served. Given how the state's early intervention system has evolved over the past 35 years, we believe regional centers currently are better positioned than schools to serve in this lead capacity. Specifically, regional centers already serve the vast majority of infants and toddlers with special needs, provide more parental choice, and are better equipped to access public and private insurance billing.

Establish a Transition Plan. We recommend the state develop a plan to help ensure continuity of services for families during the transition to a unified system. As part of the transition plan, we recommend the state allow regional centers some flexibility in contracting with schools to continue serving some infants and toddlers. We also recommend the regional centers develop transition plans for serving infants and toddlers who are deaf or hard of hearing. In addition, we recommend the state require regional centers to follow established best practices to ensure smooth transitions to preschool.

New System Would Produce State Savings. Though we recommend transitioning to a new system for the direct benefits it would have for infants and toddlers with special needs, a unified system under the regional centers also would generate state savings. We estimate savings in the range of $5 million to $35 million. The state could repurpose these savings for any budget priority or use them to expand or enhance early intervention services (for example, by conducting more outreach or raising associated reimbursement rates).

INTRODUCTION

In 2015-16, California provided early intervention services to about 41,000 infants and toddlers with special needs. These infants and toddlers either have a disability (such as a visual or hearing impairment) or a significant developmental delay (such as not beginning to speak or walk when expected). California's early intervention system consists of three programs administered by two types of local agencies—schools and regional centers for persons with developmental disabilities. This report provides the first comprehensive analysis of this system since it was established in 1993. The report has three main sections. We first provide background on California's early intervention system, then assess this system, and conclude by recommending several ways to improve the system.

BACKGROUND

Below, we describe the history of early intervention programs in California, the state's current approach to placing infants and toddlers into each of its three programs, what types of services these three programs provide, and how these programs are funded.

Origins of System

Some Schools Have a Long Legacy of Serving Infants and Toddlers With Special Needs. Immediately prior to Proposition 13 (1978), 61 schools were providing services to a small number of infants and toddlers with special needs. (Throughout this paper, we use the term "schools" to refer to both school districts and county offices of education. "Infants and toddlers" refer to children from birth until their third birthday.) These 61 programs were funded by local property tax revenue and established at the discretion of local school administrators. Following the passage of Proposition 13, schools across the state experienced significant reductions in property tax revenue and began eliminating some locally funded programs. To backfill for lost property tax revenue, California in 1980 began providing state funding to the 61 schools already operating early intervention programs. Between 1985 and 1987, California expanded this state funding to an additional 36 schools. The state continues to fund these 97 schools for serving the same number of infants and toddlers they each served when they first received state funding—a total of about 5,000 infants and toddlers statewide. We refer to this state funding for these 97 schools as the school "legacy program" throughout the remainder of this report.

Regional Centers Also Have a Long History of Serving Some Infants and Toddlers With Special Needs. In 1965, the state began developing a network of regional centers to coordinate services for individuals with developmental disabilities. The centers—nonprofit agencies overseen by the Department of Developmental Services (DDS)—were designed as a community-based alternative to state institutions. Originally serving adults and school-aged children with developmental disabilities, regional centers began receiving state funding in 1983 to serve infants and toddlers deemed "at risk" of becoming lifelong consumers of community-based services. Throughout the 1980s, the state provided several rounds of one-time funding to expand these early intervention services. By 1988, regional centers were serving about 6,000 infants and toddlers per year.

In 1993, the State Developed a Plan to Serve All Infants and Toddlers With Special Needs. Starting in the mid-1980s, the federal Individuals with Disabilities Education Act (IDEA) authorized annual grants to states that agreed to identify and serve all infants and toddlers with special needs. California was the last state to apply for this federal program (now known as IDEA Part C), submitting a comprehensive early intervention plan in 1993. Relative to California's early intervention programs before 1993, this comprehensive plan significantly expanded the role of regional centers but required all schools to serve infants and toddlers who had only a hearing, visual, or orthopedic (HVO) impairment. In the first year under this comprehensive plan, regional centers served about 11,000 infants and toddlers with special needs, compared to 6,000 infants

and toddlers being served by schools (5,000 in the legacy program and 1,000 in the new HVO program).

Current System

Under State's Plan, Regional Centers Serve Most Infants and Toddlers With Special Needs. Since 1993, California's early intervention plan has made regional centers the default agency for serving most infants and toddlers with special needs. In 2015-16, the state's 21 regional centers served about 33,500 (82 percent) of the 41,000 infants and toddlers receiving early intervention. Most infants and toddlers served by regional centers have developmental delays, meaning they are significantly behind most children in developing important abilities such as speech or motor skills. A smaller number of infants and toddlers served by regional centers have disabilities such as autism or Down syndrome. The regional centers' early intervention program is called Early Start.

Infants and Toddlers With Only HVO Impairments Are Served by Schools. Although California requires schools to serve infants and toddlers who have only HVO impairments, it does not require schools to serve infants and toddlers who have HVO impairments in combination with any other eligible condition. For example, the state requires schools to serve infants and toddlers who are deaf and have no other eligible condition but requires regional centers to serve infants and toddlers who are both deaf and have a developmental delay. Nearly 25 years after the state developed its early intervention system, the original rationale for this division of responsibilities is somewhat unclear. In conversations with stakeholders, we heard many suggest that schools have a long history of serving older children with HVO impairments and thus were well positioned in 1993 to serve infants and toddlers with similar impairments. Schools currently serve about 2,500 infants and toddlers with only HVO impairments, comprising 8 percent of all infants and toddlers receiving early intervention services. About 1,000 of these 2,500 infants and toddlers are served in the school legacy program, whereas the other 1,500 are served in the school HVO program.

Schools in the Legacy Program Continue to Serve Any Eligible Child. The state continues to fund the 97 schools that have a long legacy of serving infants and toddlers with special needs. Schools in this legacy program can serve any eligible infant or

toddler and must serve at least as many infants and toddlers as they served in the mid-1980s (5,000, or 12 percent of all existing infants and toddlers receiving early intervention services). In 2015-16, in addition to serving approximately 1,000 infants and toddlers with only HVO impairments, the legacy program served 4,000 infants and toddlers with other disabilities. **Figure 1** summarizes the history of California's three early intervention programs, and **Figure 2** illustrates the relative proportions of infants and toddlers currently served in each program.

Schools and Regional Centers Use the Same Process to Develop Individual Service Plans. Both schools and regional centers follow a five-step process outlined in federal law for serving infants and toddlers.

- *Referral.* Infants and toddlers typically are referred to a school or regional center by primary care physicians following routine check-ups.

- *Evaluation.* Following each referral, school or regional center staff evaluate the child to determine eligibility for early intervention.

- *Individualized Family Service Plan.* For each child deemed eligible for services, his or her family meets with staff to develop an individualized family service plan. These plans are reviewed at least once every six months. Typically, these plans include targeted services like weekly speech therapy sessions and regular home visits from an early education specialist who provides support on a wide range of developmental issues.

- *Identification of Providers.* Staff identify appropriate providers for the services listed in the plan.

- *Service Provision.* Direct service providers travel to each child's home whenever possible, generally providing services alongside the child's parents (or other primary caregiver). This final requirement is intended to ensure parents learn how to promote their child's development as part of their daily routines.

Schools and Regional Centers Use Different Service Delivery Models. Schools typically employ their own early intervention service providers (such as speech therapists), whereas regional centers coordinate services from independent providers. Before directly paying for services, regional centers are required by

Figure 1

California's Early Intervention System Developed Over Many Years

		Before 1980	1980	1983	1985 - 1987	1993 - Current
Schools	**Legacy Program**	61 districts fund early intervention with local property tax revenues.	State backfills 61 districts for revenue lost due to Proposition 13.		State funds additional 36 districts to provide early intervention.	State continues funding 97 districts to serve any eligible child.
	HVO Program					State requires schools to serve all children with only HVO impairments.
Regional Centers	**Early Start**			State funds regional centers to serve "at-risk" infants and toddlers.		State requires regional centers to serve all eligible infants and toddlers not served by schools.

HVO = hearing, visual, or orthopedic impairments.

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law to first access services paid for by families' health insurance plans, including Medi-Cal and private insurance. Regional center service coordinators typically help families navigate the health insurance system to get early intervention services covered. When a family's insurance network does not provide easy access to a specified early intervention provider (as is frequently the case), regional centers pay for these services with state funding.

In Some Cases, Schools Provide Services Under Regional Center Contracts. Regional centers can contract with any qualified provider of early intervention services. Typically, these providers are either nonprofit organizations specializing in early intervention or independent clinics offering speech therapy, physical therapy, or other specialized services. Regional centers also sometimes contract with schools to provide early intervention services. These schools typically provide the same

Figure 2

Regional Centers Serve Most Infants and Toddlers With Special Needs
2015-16

Regional Centers (Early Start) **33,500**

Schools (HVO Program) **1,500**

Schools (Legacy Program) **5,000**

Children with only HVO Impairments **2,500**

All Other Eligible Children **37,500**
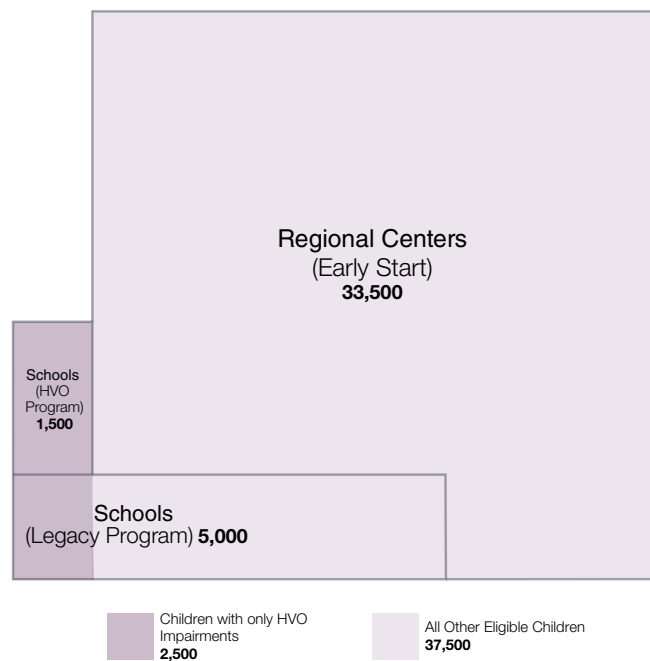
HVO = hearing, visual, or orthopedic impairments.

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services to infants and toddlers served under regional center contracts as they provide to infants and toddlers served in the legacy program. In 2015-16, regional centers contracted with a total of 18 schools to provide $13 million of early intervention services.

Federal Law Requires Administering Agencies to Initiate Services Soon After Referral. Under IDEA, schools and regional centers must develop an initial individualized family service plan no later than 45 days after each child's referral. They must begin services no later than 45 days after development of the initial service plan. These requirements are intended to ensure eligible children do not fall even further behind their peers while waiting to receive early intervention. All states must annually report their compliance with these deadlines to the federal government, which uses such data to evaluate the performance of each state's early intervention system.

Some Children Transition to Preschool Special Education Upon Turning Three. Many children receiving early intervention show significant progress and are determined to no longer require special supports at age three. For example, some infants who have not spoken their first words by 18 months and are diagnosed with initial communication delays overcome those issues by age three. Some three year olds, however, have more serious and lingering disabilities (such as visual impairments or autism). About 45 percent of children served by California's early intervention system qualify for special education at age three. To ensure a seamless transition from early intervention to preschool services, the federal government requires early intervention providers to work with each child's school to develop a transition plan no later than 90 days before his or her third birthday. As with the deadlines for initial service delivery, all states must annually report their compliance with this transition deadline.

Some Children Become Lifelong Consumers of Regional Center Services. At age three, regional centers assess children to determine if they are eligible for

ongoing services through DDS (unless parents do not want their child assessed). To be eligible, children must have a developmental disability that is substantial in nature and expected to continue indefinitely. Qualifying disabilities are autism, epilepsy, cerebral palsy, intellectual disability, or other disabling condition similar to intellectual disability or that requires similar treatment. Statewide data show about 20 percent of children who receive early intervention go on to become active DDS consumers. (Most of these children also qualify for preschool special education.)

Funding

State Funds Most Early Intervention Services. Figure 3 shows state and federal funding in 2015-16 for early intervention services in California. Across the three early intervention programs, the state provided $367 million (88 percent), whereas the federal government provided $50 million (12 percent).

Most Early Start Provider Rates Are Determined by State Policy. Prior to 2003, DDS set a range of allowable rates for providers of most Early Start services. Within the allowable range, regional centers set a specific provider's rate based on that provider's documented costs. (Although schools providing Early Start services under regional center contracts were

Figure 3	
State Funds Most Early Intervention Services[a]	
LAO Estimates for 2015-16 (In Millions)	
Program	**Amount**
Regional Centers: Early Start	
State Non-Proposition 98 General Fund	$289.8
Federal IDEA Part C Grant	35.9
Subtotal	($325.7)
Schools: Legacy Program	
State Proposition 98 General Fund	$74.8
Subtotal	($74.8)
Schools: HVO Program	
Federal IDEA Part C Grant	$14.2
State Proposition 98 General Fund	2.4
Subtotal	($16.6)
Total	**$417.1**

[a] Does not include (1) Early Start services billed to Medi-Cal and private insurance; (2) Early Start services reimbursed by federal Early Periodic Screening, Diagnosis, and Treatment funding; or (3) general purpose K-12 funds locally repurposed to support school-based early intervention.

HVO = hearing, visual, or orthopedic impairments and IDEA = Individuals with Disabilities Education Act.

not subject to these allowable ranges, their rates were similarly based on each school's documented costs.) Starting in 2003, the Legislature effectively froze rates for existing providers and capped rates for new providers at the statewide average rate for existing providers. Since 2003, most Early Start rate increases have been due to increases in the statewide minimum wage. These rate policies do not apply to speech, physical, or occupational therapists, each of which receive a uniform statewide rate equal to the Medi-Cal rate for such services. Since 2003, Medi-Cal rates for these types of therapists have been largely unchanged.

Before Using Early Start Funds, Regional Centers Determine if Insurance Coverage Is Available. State law requires regional centers to help families access services covered by their private or government-sponsored health insurance plans before using state funding to pay for early intervention services. Despite this requirement, we estimate relatively few early intervention services are paid for by insurance. Specifically, we estimate Medi-Cal provides about $40 million annually for early intervention, and private health insurance provides less than $20 million annually. By comparison, regional centers provide about

$325 million annually from state and federal funding for Early Start.

State Funds School-Based Programs Using Two Funding Formulas. As detailed in the nearby box, the state maintains one formula to fund the legacy program and another to fund the HVO program. Compared to Early Start, neither program receives notable reimbursements from third-party insurance. Though state law does not prohibit schools from accessing such funding, available data indicate insurance covers less than 1 percent of school-based early intervention costs.

Schools Supplement Early Intervention Funding With Locally Repurposed K-12 Funding. School expenditure data show that state and federal early intervention funding is insufficient to cover the full cost of school-based programs. Consequently, schools cover some early intervention costs with a combination of K-12 general education funding (mostly from the Local Control Funding Formula) and K-12 special education funding. We estimate schools cover between $5 million and $10 million annually in early intervention costs with repurposed K-12 funding.

Funding for School Programs

Legacy Program Funded Through Complicated Formula. Since 1980, schools in the legacy program have been funded using a formula originally developed for K-12 special education. The formula is linked to the estimated cost of specific K-12 special education services. For example, schools receive one rate for special day classrooms serving only students with special needs and another rate for serving students with special needs in mainstream classrooms. Each district receives a unique rate per special education service based on a statewide survey of special education costs conducted in 1979-80, with cost-of-living adjustments. Importantly, the state no longer uses this formula to fund K-12 special education, having adopted a simpler and more flexible funding formula in 1998. Though the state continues to use the more dated and complicated formula to fund early intervention, stakeholders have long argued the formula is a poor proxy for the cost of these services. More than 30 years have passed and the formula remains unaltered.

HVO Program Has Been Flat-Funded for Two Decades. School hearing, visual, or orthopedic (HVO) programs have received no funding increases since 1996-97. Rather, state and federal funding has remained constant at $16.6 million even as the total number of infants and toddlers with only HVO impairments has increased from about 1,500 in 1996-97 to about 2,500 today. Because state and federal funding has not kept pace with increasing service costs, HVO programs likely rely more heavily on locally repurposed K-12 funding than legacy programs.

ASSESSMENT

Below, we compare the programs run by schools and regional centers, assess the timeliness of service planning and delivery, and examine how smooth the transition is from early intervention services to preschool special education services.

Comparing the Two Types of Agencies

Likely Considerable Overlap in Populations Served by Schools and Regional Centers. In theory, the state intended schools to serve mostly infants and toddlers with HVO impairments, whereas regional centers would serve most other types of infants and toddlers. In practice, we think the populations served by each agency overlap notably. Specifically, based on available school data, we extrapolate that regional centers serve as many as 45 percent of all infants and toddlers with HVO impairments. Regional centers likely serve such a high share of these children because the state plan requires them to serve infants and toddlers who have HVO impairments in combination with any other eligible condition. At the same time, because schools in the legacy program can serve any eligible child, statewide school data indicate nearly 60 percent of all infants and toddlers served by schools do not have HVO impairments. Though we suspect considerable overlap in the types of children served by regional centers and schools, the regional centers do not compile information on infants and toddlers served by type of disability. Due to this data limitation, whether regional centers, on average, have more or less severe caseload is unknown.

Regional Centers Provide Same Types of Services at Much Lower Cost. To help assess relative cost-effectiveness, we compared the per-child expenditures on early intervention services at schools and regional centers in 2015-16. After accounting for all fund sources, we estimate schools spent 60 percent more than regional centers per child served. Specifically, we estimate

schools spent about $16,000 per child whereas regional centers spent about $10,000 per child. Based on conversations with local stakeholders and a review of the available data, we believe at least two factors contribute to this large cost difference. First, schools typically pay service providers for travel time and cancelled appointments whereas regional centers do not. Second, schools are more likely to provide services through credentialed teachers, who tend to be better compensated than other early education specialists. The available data do not allow us to determine what share, if any, of the cost difference is due to schools possibly serving infants and toddlers with more severe disabilities. Comparative data on the number of services provided per child are also unavailable, so we could not determine the extent to which that factor might be driving cost differences.

Parents Largely Satisfied With Both Agencies. Figure 4 shows the results of a parental satisfaction survey conducted in 2011-12. Large majorities of parents reported being satisfied along three different service dimensions, regardless of which agency served them. A somewhat larger share of parents served by schools, however, expressed satisfaction than those served by regional centers.

Figure 4

Parents Largely Satisfied With Both Schools and Regional Centers

2011-12 ᵃ, Percentage Reporting Early Intervention Agency Helped . . .
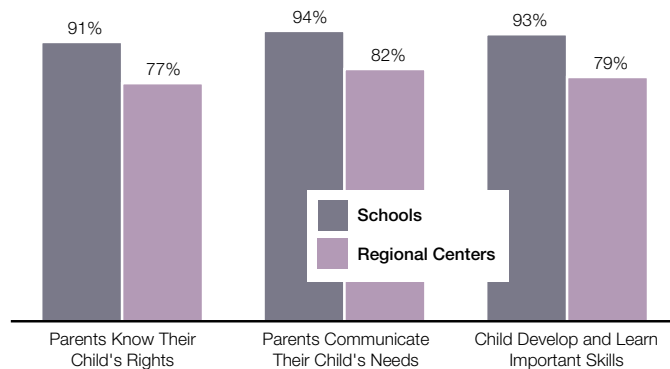
ᵃ The only year for which these data are disaggregated for parents served by each type of agency.

Regional Centers Offer More Parental Choice Than Schools. Parents served in school programs typically cannot choose their early intervention service providers. They must accept services from the school's own employees. By contrast, parents served by regional centers often have a choice of several providers. This could be one reason parents served by regional centers are nearly as satisfied with their services as parents served by schools, despite schools spending notably more per child.

Regional Centers Are Better Equipped to Help Parents Access Medi-Cal and Private Insurance. Parents served by schools rarely bill Medi-Cal and almost never bill private insurance for early intervention, meaning the state must pick up nearly the entire cost of school-based programs. By comparison, regional centers are more accustomed to working with families to access third-party insurers, which produces state savings.

Service Deadlines

Timely Service Delivery Is Crucial in Early Intervention. Children develop rapidly during their first three years, such that babies developing just a few days behind their peers can quickly grow into toddlers several months or even a year behind. Concerned that such widening gaps might result in long-run academic challenges, the federal government sets deadlines for providing early intervention services.

California's Bifurcated System Likely Causes Service Delays. Families and early intervention staff often have difficulty determining whether schools or regional centers are responsible for serving a particular infant or toddler. For example, a toddler who is orthopedically impaired will typically be served in the school HVO program, unless he or she also has a developmental delay, in which case he or she will typically be served by a regional center. However, if this toddler resides near a school receiving legacy program funding, he or she typically receives school services, unless the school has already filled its legacy program capacity, in which case he or she can only be served by a regional center. Determining an infant or toddler's

placement can sometimes take days or even weeks, thereby delaying services.

California Lags Other States in Providing Timely Services. Figure 5 compares California's performance in meeting federal early intervention service deadlines with other states. Though most states comply with these deadlines more than 95 percent of the time, California complies less than 85 percent of the time. One of the few states to perform worse than California on these measures, South Carolina, is also the only other state we could identify that divides its early intervention system between two state agencies. (South Carolina ranks last nationally in meeting both deadlines.)

Preschool Transition

California Performs Worse Than Other States in Facilitating Transition to Preschool. Figure 6 (see next page) compares California's performance to that of other states with regard to meeting federal deadlines for transitioning children from early intervention to preschool special education. As with the deadlines for initial service delivery, California lags behind the large majority of states at key transition phases. In particular, California lags far behind other states in notifying schools of children who are receiving early intervention services and soon to turn three. When schools are not notified ahead of time, they cannot participate in developing transition plans (which are then developed solely by the regional centers), likely resulting in less seamless transitions.

Transition Challenges Likely Due to Poor Regional Center Practices. Unlike with early intervention, agencies have no confusion over who is

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Figure 5

California Does Poorly in Meeting Federal Deadlines

Percentage of Children for Which State Completed Activities on Time, 2013-14[a]

	Develop Initial Service Plan	Begin Services
25th ranked state	97.9%	98.3%
40th ranked state	95.1	94.6
California[b]	82.1	82.1

[a] An initial service plan is to be developed within 45 days of referral. Services are to begin within 45 days of developing an initial service plan.
[b] California ranks 46th among the 50 states in meeting the initial service plan deadline and 47th in meeting the begin services deadline.

responsible for serving children in preschool special education—schools always have this responsibility. Consequently, regional centers must coordinate with schools to ensure a smooth transition. Many stakeholders indicate regional centers do not always follow best practices in coordinating these transitions, which likely explains California's weak results relative to other states in meeting federal deadlines.

Figure 6

California Does Poorly in Planning Preschool Transitions

Percentage of Children for Which State Completed Activities on Time, 2013-14[a]

	Notify School	Hold Planning Conference	Develop Transition Plan
25th ranked state	99.7%	98.0%	99.3%
40th ranked state	94.3	90.7	94.4
California[b]	74.5	86.2	91.4

[a] Deadline for all activities is 90 days before child's third birthday.
[b] California ranked 47th among the 50 states in notifying schools about impending transitions, 44th in holding planning conferences, and 47th in developing transition plans.

RECOMMENDATIONS

Below, we make a series of recommendations that if taken together would substantially address the concerns highlighted in the previous section. First, we recommend unifying the state's early intervention system under a single agency. Second, we recommend the state make several changes to ensure a smooth transition to a unified system. Finally, because we anticipate the new system would result in state savings, we briefly discuss options for using these savings to either expand or improve early intervention.

Unify System

Unify System Under a Single Agency. We recommend shifting all major program responsibilities (along with all state and federal early intervention funding) to a single agency. We believe such a unified system would provide families more timely services. A unified system also would simplify state funding allocations and eliminate the current funding differences among the state's three early intervention programs. Additionally, a unified system could offer some families more choice among service providers.

Make Regional Centers Responsible for Serving All Infants and Toddlers With Special Needs. Given how California's system has evolved over the years, we believe regional centers currently are better positioned than schools to run an early intervention system. Regional centers already serve the vast majority of infants and toddlers with special needs. Whereas shifting the approximately 6,500 infants and toddlers

currently served by schools to regional centers would increase the regional center Early Start caseload by 19 percent, shifting the approximately 33,500 infants and toddlers served by regional centers to schools would increase the school early intervention caseload by more than 500 percent. Because schools spend notably more than regional centers per child served, shifting all infants and toddlers from schools to regional centers also likely would produce state savings. By contrast, we estimate it could cost as much as $200 million to shift all infants and toddlers from regional centers to schools. Finally, we believe the state can continue to enjoy the benefits of school-based programs (for example, expertise in serving children with HVO impairments) even after shifting all infants and toddlers to regional centers by encouraging more schools to provide services under regional center contracts. Shifting all infants and toddlers to schools, however, likely would undermine the existing benefits of regional center programs, including greater parental choice and third-party billing.

Establish Transition Plan

Encourage Schools to Continue Serving Infants and Toddlers Under Regional Center Contracts. Although we believe regional centers generally are better positioned to oversee a unified early intervention system, schools currently are the only early intervention providers in some rural counties. Moreover, schools tend to have more expertise in serving children with

HVO impairments than other providers. To ensure infants and toddlers who live in rural areas or have HVO impairments continue to receive services, we recommend requiring regional centers during the transition period to contract with schools that currently participate in the legacy and HVO school programs. We further recommend funding regional centers such that they can negotiate higher reimbursement rates for these schools during the transition, as these schools currently receive funding rates that are higher than regional center rates. In the long run, however, we recommend any further rate increases apply equally to both schools and other types of Early Start providers.

Require Regional Centers to Develop Transition Plans for Serving Infants and Toddlers Who Are Deaf or Hard of Hearing. Among disabilities and developmental delays, deaf or hard of hearing seems to arouse the greatest policy controversy regarding appropriate early intervention services. In response to potential concerns about how deaf or hard of hearing infants and toddlers may fare under a unified system, we recommend the Legislature require regional centers to develop specific transition plans for this group. Specifically, we recommend these regional center plans specify the providers they have lined up to serve these children and outline the approach they will use to ensure each child receives appropriate support. We recommend subjecting these plans to review and approval by the California Department of Education's Office for Deaf and Hard of Hearing Students. Such an approach would leverage the department's existing expertise in serving these children.

Establish Best Practices to Improve Preschool Transition. To improve preschool transitions, we recommend the Legislature adopt statute requiring regional centers to exercise a series of best practices. These best practices would include having regional centers develop annual interagency agreements with each school in their service area to specify the general process for handling preschool transitions, identify a specific point of contact at each school for coordinating all transitions, and implement shared data systems to allow both agencies to track children nearing their third birthdays. We believe these recommendations could be accomplished either by reprioritizing existing resources or with a relatively modest increase in regional center funding of no more than $1.5 million.

Repurpose State Savings

Unified System Likely Would Result in State Savings. Though we recommend transitioning to a unified system for the direct benefits it likely would have for infants and toddlers with special needs, such a shift likely also would result in state savings. This is because regional centers are both better equipped than schools to help parents access third-party insurance coverage and tend to pay less than schools for each child served. We estimate shifting all infants and toddlers with special needs from schools to regional centers would save the state between $5 million and $35 million annually. The exact savings would depend on many factors, including how many infants and toddlers continue to be served by schools under relatively generous interim regional center contracts and how many early intervention therapies are billed to third-party insurers. (These savings are contingent upon the state removing current funding from the Proposition 98 minimum guarantee. Precedent exists for rebenching the guarantee in such cases.)

State Could Repurpose Savings to Expand or Improve Early Intervention. The Legislature would have many options for repurposing state savings, ranging from redirecting the savings to other parts of the state budget to putting the savings back into schools or regional centers. If the Legislature wanted to keep the savings within the area of early intervention, it, in turn, would have many options. For example, the state could conduct targeted outreach aimed at identifying and serving more infants and toddlers with special needs or it could raise reimbursements rates. Raising rates likely would help retain existing providers in the system and encourage more providers to participate, which, in turn, would increase parental choice. The Legislature would face difficult trade-offs as they weighed these options. For example, many DDS programs, as well as other state programs, desire higher reimbursement rates.

CONCLUSION

California's early intervention program has notable weaknesses. In particular, its bifurcated design results in service delays and large differences in the amount of funding and parental choice offered to families served by schools and regional centers. We recommend unifying the system and serving all infants and toddlers through regional centers. We believe this unified system would address the system's major weaknesses while generating state savings that could be used to expand or improve early intervention services.

LAO PUBLICATIONS

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<u>**2017-18 Goals**</u>
- To enhance instructional leadership: SEACO strives to continually identify, promote, showcase and support implementation of tools and best practices in standards-based curriculum and instruction, assessment and professional development that support increased educational outcomes for all students.
- To promote and support services, projects, and resources for students birth to 22: SEACO works to develop and sustain strong collaborative partnerships to ensure the best possible services with adequate resources for ALL students.
- To provide a professional learning community to SEACO members: SEACO works to provide a professional learning community for SEACO members to improve their leadership capacity and the effectiveness of our work.

<u>**2017-18 Priorities**</u>
- Special Education Compliance & Finance
- Human Resources & Special Education Credentials
- Transition & Community Partnerships/Family Resources
- Assessment & Charter Schools
- Behavior Supports & School Safety

<u>Updates</u>

1. LAO just published "Evaluating California's System for Serving Infants and Toddlers With Special Needs"
See Handout
<u>**Summary**</u>
Main recommendation: ***Unify All Services Under Regional Centers.*** Given the shortcomings of California's bifurcated system, we recommend the state unify the system under one lead agency. Compared to California's existing system, a unified system likely would provide more timely services and provide more equal funding for each child served. Given how the state's early intervention system has evolved over the past 35 years, we believe regional centers currently are better positioned than schools to serve in this lead capacity. Specifically, regional centers already serve the vast majority of infants and toddlers with special needs, provide more parental choice, and are better equipped to access public and private insurance billing.

2. California Alternate Assessment Update
Linda Hooper, CDE Education Research and Evaluation Administration

See handout
<u>**Summary**</u> In December, CDE released a document with built in links to support IEP teams in making decisions about which test to administer to a student as well as which accommodations/designated supports/universal tools.

<u>Summary CAAs for English Language Arts and Math</u>
Test examiner feedback indicated- test directions were cumbersome, guidance was needed when to stop testing, there is a need to reduce overall reading load (Directions for Administration, Test items). DFA's now have simplified instructions, the tests now include math symbols. This year's test have an additional question, resulting in a total of 29 questions. What does this change impact?- Math & ELA post equated, allows for more flexibility in building test forms, results available in August 2018

Summary CAAs for Science:

Year two pilot test what's new: 3 performance tasks, to be administered over the course of the school year. Available November 2017: performance tasks, high-level training video, student scores for each performance task must be entered using the online DATA entry interface (DEI). Available January 2018: use answer recording document to enter student responses; training video on how to access and use DEI to enter student's scores will be developed. New this year 12th graders will need to take the assessment this year.

- CDE preparing for field testing and beyond- performance task topics available in September 2018 to allow teacher planning & instruction; ultimately will be moved to online assessment
- Science design summary- four performance tasks administered annually; 3 operational; 1 field test; Each performance task consists of 10 items; items will be written to three levels of complexity (low, medium & high)
- January 2018- CAA science blueprint, general achievement level descriptors, and score reporting structure will be presented to the State Board of Education for approval; blueprint, general achievement level of descriptors, score reporting structure

3. CTC & TPE's- Commission on Teacher Credentialing: General Education Teaching Performance expectations & Special Education competencies
William Hatrick, Consultant, Professional Services Division, Commission on Teacher Credentialing

Summary

All students range in the state in ability therefore the general education expectations will be a common trunk for both special education and general education credentials, what has not been decided is what will be the additional classes or pathway for special education credential beyond the common trunk.

- 6 TPEs and elements under each domain; new updates for general education with the special education competencies are added in
- Looking at 600 hours of field work for students to get hands on experience to complete to provide more field experience prior to entering the classroom
- VI, DHH and Early Childhood is still going to be separate credentials at this time

4. APR Indicators (DINC, Disproportionality, PIR)
Shiyloh Duncan-Becerril, CDE

Summary:

CDE is looking at all processes such as LCAP, assessments, suspension/expulsion and graduation, PIR, DINC and Disproportionality. CDE is looking to align special education plan and LCAP so you don't have to duplicate efforts, since the Dashboard will be the fourth system of monitoring processes. Their plan is to design a process so LEAs use a different template that aligns processes this is not in the near future. CDE is considering a risk calculation or model of 3 tiers similar of system of supports that would align with the Dashboard. Still in formative stages but is something that has been discussed.

Next year tighter schedule for PIR, DINC and Disproportionality streamlined process.

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- In August Superintendents received a letter identifying what monitoring activities an LEA will be required to follow
- Some LEAs will be selected for Compliance reviews. These reviews are designed to make sure LEAs are doing what they are supposed to be doing; if selected for Compliance Review as "needs intervention for three years in a row in PIR, DINC, or Disproportionality); the CDE can hold funds and this is decided at an executive level – not the decision of the FMTA
- **Disproportionality**- you have two years to implement changes and then after that their may be fiscal consequences and will require more monitoring; Indicators that are included are Suspension (4), Disproportionality overall…looking at indicator 4b (9) and Disproportionality by disability (10); data fields are race/ethnicity, DOR, disability and suspension
- **DINC**- Student corrections, additional monitoring and more submissions; Indicators- Annual IEP, Indicator 11- 60 day timeline, timely 3 year, Indicator 12- C to B transition and Indicator 13- post secondary transition plans
- **(PIR) Performance Indicator Review-**plan development, data analysis and more monitoring: Indicator 1- Graduation, Indicator 2- Drop Out, Indicator 3- Assessment, Indicator 4- Suspension, Indicator 5- Least Restrictive Environment, Indicator 8 Parent Involvement, Indicator 14- Post School Outcome (monitoring the outcome)
- Looking at trying to buy a computer system that would have one log-in for all special education compliance reporting
- New suspension/expulsion data on DataQuest site allows you to drill down your information

5. High School Diploma Work Group Update
Sue Sawyer and Vicki Shadd

Summary:
The workgroup is not interested in creating an alternate diploma for students with disabilities but pathways to diplomas that benefit all students. The workgroup is looking at the North Carolina and New York pathways that include a career and technical education pathway to diplomas etc. Alternate credits similar to foster youth (fewer credits). New York commencement plan has 6 pathways to diplomas done in a document that includes the career decision making process for students.

- CA has several diploma options; State diploma, Golden seal merit diploma, LEA high school diploma, diploma plus diploma, high school proficiency exam, adult education diplomas, and 3 high school equivalency test. Mainly 2 criteria being used by local boards to issue a high school diploma.
- Workgroup is exploring lessons learned from LEAs with graduation rates above 80%
- Do you want to work? Book available for free to download on CA transition Alliance website http://www.catransitionalliance.org/catransitionalliance.aspx

6. Title IX in the World
Lenore Silverman, Fagan, Friedman & Fulfrost, LLP
See Powerpoint handout

7. CDE Q & A
Kristin Wright, Director of Special Education, CDE

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- 200 LEAs in targeted assistance for the Dashboard are identified due to special education; Special education is aware and looking at all of this and trying to bridge title programs and LCAP programs; conversations are being had about what needs to be in place
- At this time Special Ed $'s will not be incorporated into the LCAP plan
- Disproportionality, PIR & DINC… why isn't there one process? Some of these systems and this year are being looked at as a continuous improvement process that will be looked at be refined. It will feel like duplication for some time and for next year the schedule will be much tighter.
- State special schools- going under WASC accreditation; they are no longer in the same special education unit.
- Comprehensive reviews- will begin of 2018; SELPA will receive those notifications but also through CCSESA COE
- PIR planned submission is January 30th and DINC is March 1st

8. **SEACO Business**
- Voting for SEACO Officers- Nominating of Officers Motioned and Approved for the 2018 SEACO officers
- ➢ Chair, Amy Andersen-El Dorado
- ➢ Chair Elect, Andrea Lemos- Sacramento
- ➢ Secretary, Diana Lynn- San Diego
- ➢ Treasurer, Brain Cortez-Kern
- ➢ Events Coordinator, Tangee Pinheiro- Fresno
- ➢ Legislative, Joe Comiskey- Trinity
- ➢ Special Projects, Analee Kredel- Orange
- ➢ Technology, Tom Scruggs –Contra Costa

- Treasure's Report- *(Brian reported & Budget Approved)* Look at membership list to make sure you are on the sign in sheet; ending balance is over $100,000
- 2018-2019 Hotel contracts- We will be continuing to stay at Homewood.

Meeting Dates
- January 18 – 19, Sacramento
- March 15 – 16, Sacramento
- May 17 – 18, Sacramento
- July 19 – 20, Orange County

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California Department of Education
State Superintendent of Public Instruction
School & Community Safety Advisory Committee
Presented by: Karen Donaghe, Executive Director of Alternative
Education
San Luis Obispo County Office of Education
November, 2017

On November 2, 2017, the committee met at the California Department of Education in Sacramento. State Superintendent of Public Instruction, Tom Torlakson, opened the meeting thanking everyone for their role in community safety. He spoke about the California wildfires and how people had come together to help each other. He also thanked everyone for what they do to ensure student safety. Available funds for fire recovery were discussed in light of the 42 lives lost and 8,900 structures destroyed. More than 300,000 students were out of school for varying amounts of time, but all are back in class now, whether it is at their home school or a different site due to fire loss. He also shared the EdSource article from October 4, 2017 entitled, "New Poll: Safe and positive school environment more important than higher test scores.

Read the EdSource article here

Bronwyn Roberts, Project Director, Readiness and Emergency Management for Schools Technical Assistance Center, presented next by phone. She reiterated that REMS has resources to support California schools and she has seen an increased demand for trainings from California schools. Fifteen trainings have occurred in California. Five of these trainings were on Emergency Operation Plans, four on resiliency for teachers, four on behavior threat assessments and two on earthquakes. They have had requests from Northern California for help in reentering schools after the wildfires and debris removal. She also let us know that there is a free mobile app that can be downloaded to help schools assess risks. The app is called Site Assess and is in the App Store.

For additional resources go to the:
REMS website: http://rems.ed.gov/

David Esquith,Office of Safe and Healthy Students, U.S. Department of Education, was next to present by phone. He discussed aid requests from recent hurricanes, wildfires and terrorist attacks. Although there are federal programs available, it can sometimes be difficult and challenging to navigate the system. He has learned that a better job needs to be done with how information is gathered that does not become burdensome to agencies/victims and teaching them how to use resources correctly. He also discussed his desire to use EOPs to deal with other non-typical emergencies that occur with fewer students, rather than the whole school, for incidences of bullying, suicide or food allergies.

The California District Attorneys' Association (CDAA) presented next with Todd Riebe, President of CDAA and Mark Zahner, CEO of CDAA along with Birgit Fladager, District Attorney, Stanislaus County. Their focus was child abuse reporting and mandated reporter responsibility. Mandated reporters do not need to

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investigate-just report. Discussion centered around late reporting and failure to report and the devastating effects it can have on children. The statute of limitations to prosecute is one year so delays can cause the DA to not be able to prosecute. Project Lead was presented as a curriculum that teaches elementary children how to stay away from truancy, drug use and other negative influences. This curriculum is taught by volunteers from the DA's office, Law Enforcement and other agencies.

[Project Lead](#)

Birgit Fladager showed the new video that helps explain the FOCUS program in Stanislaus County. This program allows first responders to share with schools when a traumatic event occurs with school age children so schools can help support the students. There are other counties that are joining this program and it is the DA's hope that it will continue to spread to help keep children safe. The 9 minute video is on the website at:
https://www.focuscalifornia.org/

The CDE also provides free online training for mandated reporters.
https://www.cde.ca.gov/nr/ne/yr15/yr15rel15.asp

Wildfire updates were given by Cal Fire, Cal OES and CDE. Firefighters totaled 11,000 from 17 states and 2 foreign countries. Over 200,000 acres were burned. There are 110 people still missing with 43 confirmed deaths. Along with the firefighters, there were 700 law enforcement officers offering mutual aid. A total of 29 fires were burning in October with two public schools and two private schools completely destroyed. FAQ can be found on both CDE's and OES' websites. Waivers are available for schools/districts that may face loss of revenue due to lack of attendance resulting from fires and aftermath.
http://www.caloes.ca.gov/

Jill Barnes, Emergency Manager, Los Angeles Unified School District, presented on school employees being Disaster Service Workers during emergencies. She hopes to have activities planned for a "Disaster Service Worker Day" to help inform of this responsibility and reward employees in a fun way. Resources are available at: https://achieve.lausd.net/pei

Chris Espedal, Safety and School Climate Coordinator, Nevada County, spoke briefly about being in Puerto Rico as a Federal Disaster Medical Assistance Team worker. As she was working in Puerto Rico with hurricane victims, wildfires were burning close to her schools. What she learned is that back-up persons are essential in emergency plans-even back-ups for the back-ups. She sends monthly "What if" scenarios to her team by email to help keep them aware of what would need to be done in different emergencies.

The final discussion centered around the School-based Violence Prevention California State Audit Report.
Fact Sheet: https://www.bsa.ca.gov/pdfs/factsheets/2016-136.pdf
Recommendations: https://www.bsa.ca.gov/reports/recommendations/2016-136
Summary: https://www.bsa.ca.gov/reports/2016-136/summary.html
Full Report: https://www.bsa.ca.gov/pdfs/reports/2016-136.pdf

Various agencies, including the CDE were given future work to be completed so there may be an opportunity to become involved in this improvement process. Stay Tuned.

Next Meeting- TBD

CURRICULUM AT-A-GLANCE

Quarter 1 | Freedom and Responsibility

WHAT IS THE MEANING OF FREEDOM, AND WHAT RESPONSIBILITIES DO WE HAVE TO GET AND KEEP IT?

Launch Text	Engaging, Independent Reading (Choose One)	Cross-Curricular Academic Language	Priority Literacy Standards (Assessed on IAB)	Corresponding ELD Standards
"Totally Free" "The Cost of Survival" "Freedom of the Press" "Democracy is not a Spectator Sport"	Dairy of a Freedom Writer Macho! Hatchet	Argument, Claim, Support, Evidence, Analyze	W 1 W 5 RI 1 RI 6 RI 7 SL 1 L 5	P1.A. 1-4 P1.B. 5-8 P1.C. 10-12 P2.A.1 P2.C.6-7

Content Vocabulary
Purpose, Textual Evidence, Thesis, Explicit, Discussion, Quote, Revision

Performance Task Assessment (Do not share prompt until time of PTA.)
Argument
What are the most effective tools for establishing and preserving freedom?

Water Conservation Project

	ENGLISH LANGUAGE ARTS — UNIT 1	SOCIAL STUDIES — UNIT 1		SCIENCE — UNIT 1	SCIENCE — UNIT 2
12th GRADE	My Perspectives British Literature Unit 1	**Amer. Govt.** 12.2.1, 12.6.1 , 12.6.6, 12.8.2 Magruder's American Government Ch. 1-9	**Economics** 12.1.2, 12.1.5, 12.2.1-3, 12.3.1 Prentice Hall Econ. Ch. 1-3		
11th GRADE	My Perspectives American Literature Unit 1	11.1 McGraw-Hill U.S. History and Geo. Ch. 1 Ls. 3-5, Ch. 2 Ls. 2-4, Ch. 4 Ls. 1-4, Ch. 5 Ls. 2-4, Ch. 7 Ls. 1-4		ESS1-1, ESS1-2, ESS1-6 Ch. 28 Sect. 1-4, Ch. 29 Sect. 1-3, Ch. 30 Sect. 1-3	ESS1-5 Ch. 17 Sect. 1-4, Ch. 21 Sect. 1-3, Ch. 22 Sect. 1-2
10th GRADE	My Perspectives Grade 10 Unit 6	10.1,10.2, 10.10 McGraw-Hill World History & Geography Ch. 4 Ls. 2-5, Ch. 7 Ls. 1-3, Ch. 8 Ls. 1-5, Ch. 9 Ls. 1-3, Ch. 10 Ls. 1-3, Ch. 12 Ls. 1-4		LS2-2, LS2-8 Ch. 5 Sect. 1-3, Ch. 4 Sect. 1-2, Ch. 31 Sec. 1-2	LS2-3, LS2-5 Ch. 2 Sect. 1-3, Ch. 7 Sect. 1-4, Ch. 8 Sect. 1-3
9th GRADE	My Perspectives Grade 9 Unit 1			PS2-1, PS2-2, PS2-3 Ch. 1 Sect. 2-3, Ch. 2 Sect. 1-3, Ch. 3 Sect. 1-3	PS2-4, PS2-5, PS2-6 Ch. 6 Sect. 1-3, Ch. 7 Sect. 1-3
8th GRADE	My Perspectives Grade 8 Unit 5	8.1, 8.6, 8.7 Holt U. S. History Ch.6-9			
7th GRADE	My Perspectives Grade 7 Unit 2	7.1.1, 7.2.3, 7.2.4 Holt Medieval to Early Modern Times Chapters 2-4			
6th GRADE	My Perspectives Grade 6 Unit 4	No RCOE Adopted Textbook			

Quarter 2 | Individual, Community, and Culture

WHAT IS THE RELATIONSHIP AND IMPACT OF EXPERIENCE, GENETICS, COMMUNITY, AND CULTURE ON A PERSON'S IDENTITY?

Launch Text	Engaging, Independent Reading (Choose One)	Cross-Curricular Academic Language	Priority Literacy Standards (Assessed on IAB)	Corresponding ELD Standards
"Music for My Mother" "Up from Slavery" "Grounded" "A Taiwanese Family Adapts to America"	East Side Dreams Divergent The Outsiders The Giver Monster Seed Folks	Sensory Details, Interpret, Tone, Purpose, Resolution, Interact	W 3 RL 1 RL 4 RL 5 SL 1 SL 4 L 1 L 5	P1.A.1 P1.A.3-4 P1.B.5-8 P1.C.9-12 P2.A.1-2 P2.B.3-5 P2.C.6-7

Content Vocabulary
Tone, Theme, Protagonist, Antagonist, Character Motivation, Dialogue, Climax, Resolution

Performance Task Assessment (Do not share prompt until time of PTA.)
Personal Narrative
What significant event from my past helped shape my identity and how I can make a positive impact?

Know Your Rights Project

	ENGLISH LANGUAGE ARTS — UNIT 2	SOCIAL STUDIES — UNIT 2		SCIENCE — UNIT 3	SCIENCE — UNIT 4
12th GRADE	My Perspectives British Literature Unit 5	**Amer. Govt.** 12.1.3, 12.5.2 Magruder's American Government Ch. 18-21	**Economics** 12.2.2, 12.2.5, 12.2.6 Prentice Hall Econ. Ch. 4-6		
11th GRADE	My Perspectives American Literature Unit 2	11.2, 11.3 McGraw-Hill U.S. History and Geo. Ch. 9 Ls. 1-5, Ch. 10 Ls. 1, 3, Ch. 11 Ls. 1, 3, Ch. 12 Ls. 1-4, Ch. 13 Ls. 1		ESS2-5 Ch. 6 Sect. 1-2, Ch. 7 Sect. 1-3, Ch. 9 Sect. 1-3, Ch. 15 Sect. 1-2, Ch. 24 Sect. 4	ESS2-4 Ch. 11 Sect. 1-3, Ch. 12 Sect. 1-4, Ch.13 Sect. 1-3
10th GRADE	My Perspectives Grade 10 Unit 2	10.2, 10.3, 10.4, 10.5 McGraw-Hill World History & Geography Ch. 18 Ls. 1-4, Ch. 21 Ls. 1-4, Ch. 22 Ls. 1-4, Ch. 23 Ls. 1-4, Ch. 24 Ls. 1-4, Ch. 25 Ls. 1-4, Ch. 26 Ls. 1-3		LS1-4, LS3-2 Ch. 9 Sect 1-2, Ch. 10 Sect 1-3, Ch. 11 Sect. 3	LS1-1, LS1-5, LS1-7 Ch. 8 Sect. 2-3, Ch.12 Sect. 3-4
9th GRADE	My Perspectives Grade 9 Unit 5			PS3-1, PS3-3, PS3-4 Ch. 4 Sect 1-3, Ch. 5 Sect 1-3	PS3-2, PS3-5 Ch. 5 Sect. 2-3, Ch. 8 Sect. 1-3
8th GRADE	My Perspectives Grade 8 Unit 1	Holt U. S. History Ch. 2-3, 6			
7th GRADE	My Perspectives Grade 7 Unit 1	7.1.3, 7.3.3, 7.3.5, 7.5.1, 7.5.6 Holt Medieval to Early Modern Times Chapters 7-8			
6th GRADE	My Perspectives Grade 6 Unit 1	No RCOE Adopted Textbook			

See the 2017-18 Instructional Resources Binder for more information about the Launch text, Engaging, Independent Reading Summary and Appeal, Priority Standards, Vocabulary, Assessments, and Projects.

Division of Student Programs and Services
Alternative Education

JUDY D. WHITE, Ed.D.
County Superintendent of Schools

CURRICULUM AT-A-GLANCE

Quarter 3 | Fear and Power   HOW DO PEOPLE REACT WHEN CHALLENGED BY FEAR?

Launch Text	Engaging, Independent Reading (Choose One)	Cross-Curricular Academic Language	Priority Literacy Standards (Assessed on IAB)	Corresponding ELD Standards
"Is it Foolish to Fear?" "Titanic vs. Lusitania" "What are you so afraid of?" "What you don't know can kill you"	Unbroken Night The Hunger Games Farewell to Manzanar	Justify, Persuade, Credible, Qualification, Counterargument, Context	W 1 W 5 RI 1 RI 3 RI 4 SL 1 L 1	P1.A.3-4 P1.B.6 P1.C.10-11 P2.A.1-2 P2.B.3-5 P2.C.6-7

Content Vocabulary
Excerpt, Rhetoric, Counterclaim, Context Clues, Bias, Conventions

Performance Task Assessment (Do not share prompt until time of PTA.)
Argument
Is fear a harmful emotion, and how should people respond when confronted by fear?

	ENGLISH LANGUAGE ARTS UNIT 3	SOCIAL STUDIES UNIT 3		SCIENCE — Earthquake Preparedness Project UNIT 5	UNIT 6
12th GRADE	My Perspectives British Literature Unit 3	Amer. Govt. 12.1.3, 12.9.2 Magruder's American Government Ch. 10-15	Economics 12.3.4, 12.3.3, 12.3.1, 12.6.1-4 Prentice Hall Econ. Ch.10, 14, 17		
11th GRADE	My Perspectives American Literature Unit 5	11.4, 11.5, 11.6, 11.7, 11.8 McGraw-Hill U.S. History and Geo. Ch. 14 Ls. 1-3, Ch. 15 Ls. 1-3, Ch. 16 Ls. 2, Ch. 17 Ls. 1-5, Ch. 18 Ls. 1-3, Ch. 19 Ls. 2, Ch. 20 Ls. 1-3, Ch. 21 Ls. 1-3		TBA	TBA
10th GRADE	My Perspectives Grade 10 Unit 1	10.5, 10.6, 10.7, 10.8, 10.9 McGraw-Hill World History & Geography Ch. 27 Ls. 1-4, Ch. 28 Ls. 1-3, Ch. 29 Ls. 1-4, Ch. 30 Ls. 1-5, Ch. 31 Ls. 1-3		LS1-2 Ch. 21 Sect 1-4, Ch. 22 Sect. 1-2	LS1-2, LS2-1, LS3-2 Ch. 34 Sect. 1-2, Ch. 35 Sect. 1 & 3, Ch. 36 Sect. 1, Ch. 37 Sect. 1-3
9th GRADE	My Perspectives Grade 9 Unit 2			PS4-1, PS4-2, PS4-5 Ch. 9 Sect. 1-3, Ch. 10 Sect 1-4	PS4-3, PS4-4, PS4-5 Ch. 11 Sect 1-3, Ch. 12 Sect. 1-4
8th GRADE	My Perspectives Grade 8 Unit 2	8.2, 8.5 Holt U. S. History Ch. 10, 12-14			
7th GRADE	My Perspectives Grade 7 Unit 5	7.6.4, 7.6.6, 7.6.7 Holt Medieval to Early Modern Times Chapters 9-10			
6th GRADE	My Perspectives Grade 6 Unit 5	No RCOE Adopted Textbook			

Quarter 4 | Injustice and Change   HOW DO LEADERS RESPOND TO INJUSTICE?

Launch Text	Engaging, Independent Reading (Choose One)	Cross-Curricular Academic Language	Priority Literacy Standards (Assessed on IAB)	Corresponding ELD Standards
"The Zigzag Road to Rights" "Born Free" "1963: The Year that Changed Everything" "Standing Up to Absolute Power"	A Long Way Gone – Memoirs of a Boy Soldier I Am Malala Claudette Colvin Freak the Mighty	Evaluate, Clarify, Integrate, Infer, Accuracy	W 2 W 7 RI 1 & RL 1 RI 3 RI 4 SL 6	P1.A.1 P1.A.4 P1.B.8 P1.C.9-10 P1.C. 12 P2.A P2.B P2.C.6-7

Content Vocabulary
Connotative Meaning, Quotation, Transitional words and phrases, Cohesion, Formal Style, Objective Tone, Concrete Details

Performance Task Assessment (Do not share prompt until time of PTA.)
Informative Essay
What motivates people to struggle for change?

	ENGLISH LANGUAGE ARTS UNIT 4	SOCIAL STUDIES — Know Your Rights Project UNIT 4		SCIENCE UNIT 7	UNIT 8
12th GRADE	My Perspectives British Literature Unit 2	Amer. Govt. 12.1.3, 12.9.2 Magruder's American Government Ch. 18-21	Economics 12.2.9, 12.4.1-3, 12.5.2 Prentice Hall Econ. Ch. 7, 9, 13		
11th GRADE	My Perspectives American Literature Unit 3	11.9, 11.10, 11.11 McGraw-Hill U.S. History and Geo. Ch. 22 Ls. 2, Ch. 23 Ls. 1-2, Ch. 25 Ls. 1-2, Ch. 26 Ls. 1-2, Ch. 27 Ls. 2, Ch. 28 Ls. 2, 4		TBA	TBA
10th GRADE	My Perspectives Grade 10 Unit 3	10.9, 10.10, 10.11 McGraw-Hill World History & Geography Ch. 18 Ls. 1-4, Ch. 21 Ls. 1-4, Ch. 22 Ls. 1-4, Ch. 23 Ls. 1-4, Ch. 24 Ls. 1-4, Ch. 25 Ls. 1-4, Ch. 26 Ls. 1-3		LS4-2 Ch. 15 Sect. 1-3, Ch. 16 Sect. 1-3	LS4-2, LS2-7 Ch. 12 Sect 1-4, Ch. 13 Sec 1-3, Ch. 5 Sect. 2-3
9th GRADE	My Perspectives Grade 9 Unit 3			PS1-1, PS1-2, PS1-3 Ch. 15 Sect 1-2, Ch. 16 Sect 1-3, Ch. 17 Sect 1-3	PS1-4, PS1-5, PS1-6, PS1-7, PS1-8 Ch. 18 Sect 1-3, Ch. 19 Sect 1-4, Ch. 20 Sect 1-3
8th GRADE	My Perspectives Grade 8 Unit 3	8.4, 8.9, 8.10 Holt U. S. History Ch. 14-16			
7th GRADE	My Perspectives Grade 7 Unit 4	7.8.1, 7.9.3, 7.9.5, 7.11.4, 7.11.6, 7.10.3 Holt Medieval to Early Modern Times Chapters 11-13			
6th GRADE	My Perspectives Grade 6 Unit 3	No RCOE Adopted Textbook			

See the 2017-18 Instructional Resources Binder for more information about the Launch text, Engaging, Independent Reading Summary and Appeal, Priority Standards, Vocabulary, Assessments, and Projects.

Title IX In The New World

Lenore Silverman, Partner

What We Will Cover Today:

- Very Brief Overview of Title IX
- Changes Related to Title IX Guidance regarding Sexual Misconduct Investigations
- Additional Requirements for Title IX Compliance
- Changes Related to Title IX Guidance regarding Transgender Students

BRIEF OVERVIEW OF TITLE IX

Title IX of the Education Amendment of 1972

- "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Application of Title IX

- Generally, Title IX applies to:
  - ☐ Acts of discrimination on the basis of sex
  - ☐ Acts of harassment on the basis of sex
  - ☐ Acts of discrimination against pregnant and/or parenting students

Application of Title IX, cont.

- Generally, Title IX applies to:
  - ☐ Acts of discipline based on sex
  - ☐ Acts of prohibiting and/or providing programs/activities on the basis of sex
  - ☐ Acts of employment discrimination on the basis of sex
  - ☐ Acts of retaliation against an individual for the purpose of interfering with Title IX protections

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Prohibited Conduct Under Title IX

- Title IX prohibits conduct by a school district that results in a person being "excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity." (20 U.S.C. § 1681, et seq.)

Prohibited Conduct Under Title IX

- Title IX recognizes three general types of prohibited discrimination:
  - ☐ Disparate treatment
  - ☐ Disparate impact
  - ☐ Retaliation

SEXUAL MISCONDUCT INVESTIGATIONS

OCR Guidance

- On September 22, 2017, the U.S. Department of Education's Office for Civil Rights ("OCR") issued a new Q&A on how local educational agencies, including K-12 school districts, must handle complaints of student sexual misconduct under Title IX.

- Concurrently, in a Dear Colleague Letter, OCR withdrew the 2011 Dear Colleague Letter and a 2014 Q&A issued during the Obama administration.

OCR Guidance

- New guidance = Interim Measure

- Rulemaking is coming: OCR intends to begin the rulemaking process for developing formal regulations.

- In the interim, when investigating allegations of student sexual misconduct, schools may rely on the new Q&A, OCR's 2001 Revised Sexual Harassment Guidance, the 2006 Dear Colleague Letter on Sexual Harassment, and the Title IX statute and its implementing regulations.

OCR Guidance

- Overall, the new guidance relaxes previous standards for schools to investigate and respond to sexual misconduct allegations, with an apparent emphasis on strengthening the rights of those accused of sexual misconduct.

OCR Q&A, September 2017

- **No Investigation Timeframe:**
  - ☐ Prior guidance required a 60-calendar-day investigation.
  - ☐ Now, schools need only make a "good faith effort to conduct a fair, impartial investigation in a timely manner designed to provide all parties with resolution."

OCR Q&A, September 2017

- **Higher Standard of Proof:**
  - ☐ Prior guidance required schools to apply the "preponderance of evidence" standard when determining if sexual misconduct occurred.
  - ☐ Now, schools may decide whether to use that standard or the more rigorous "clear and convincing evidence" standard, which is met if "highly probable or reasonably certain that the sexual harassment or violence occurred."

OCR Q&A, September 2017

- Limited Appeals Rights:
  - ☐ Prior guidance required appeal rights—if provided at all—to be available to both parties.
  - ☐ Now, schools may allow appeal rights to be available only to the accused.

OCR Q&A, September 2017

- **Informal Resolution Process Permitted:**
  - Prior guidance prohibited the use of mediation to resolve sexual assault complaints.
  - Now, schools may facilitate an informal process, including mediation, to assist parties in voluntary resolution if certain conditions are met, including that the school determines informal resolution is appropriate and all parties voluntarily agree to participate.

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OCR Q&A, September 2017

- **Interim Measures Must be Specifically Tailored:**
  - Schools "may not rely on fixed rules or operating assumptions that favor one party over another" when applying interim measures.
  - Interim measures: counseling, extension of time or other course-related adjustments, modifications of work or class schedules, leaves of absences, etc.

OCR Q&A, September 2017

- **Interim Measures Must be Specifically Tailored:**
  - ☐ They must be "individualized and appropriate based on the information gathered by the Title IX Coordinator, making every effort to avoid depriving any student of her or his education."
  - ☐ They must also be available to both parties.

ADDITIONAL TITLE IX REQUIREMENTS

Title IX Compliance

■ In general, school districts must:

☐ Adopt and publish grievance procedures

☐ Designate Title IX Coordinator

☐ Publish a notice that it does not discriminate on the basis of sex in its educational programs or activities

☐ Self-evaluate current Title IX policies, practices and effects

☐ Assurance of compliance with Title IX

Grievance Procedures

- Must adopt and publish grievance procedures

- Must provide for prompt and equitable resolution of sex discrimination complaints

- Title IX does not require separate grievance procedures for sexual harassment and sexual violence complaints

Title IX Coordinator Role

- Designated employee to handle Title IX issues, complaints, investigations, etc.

- Monitor compliance with Title IX

- Disseminate Title IX policy (ensure it meets federal and state requirements)

- Follow grievance procedures for Title IX complaints

- Assess Title IX prevention measures

Publication of Title IX Policy

- Federal law requires districts to regularly and consistently notify the public that they do not discriminate on the basis of sex in the educational programs or activities that the district operates

- (34 C.F.R. § 106.9.)

Legal Update: SB 1375

- As of July 1, 2017, districts must post Title IX requirements in a "prominent and conspicuous location" on the district and school web sites

- (Cal. Ed. Code § 221.61)

Legal Update: SB 1375

- Title IX requirements:
  - ☐ Name and contact info of Title IX Coordinator
  - ☐ Title IX rights of students and the public
  - ☐ Title IX responsibilities of the district
  - ☐ Links to information about such rights and responsibilities
  - ☐ Description of how to file a Title IX complaint

Legal Update: SB 1375

- The description of how to file a Title IX complaint should also include:
  - Explanation of the statute of limitations for a Title IX complaint
  - Explanation of how the complaint will be investigated and how the complainant may further pursue the complaint
  - Link to the OCR complaints form, and the contact information for the OCR office

Fagen Friedman & Fulfrost LLP

Self-Evaluate

- Districts should continuously evaluate their Title IX policies and practices, and their effects.

- Modify any of these policies and practices which do not or may not meet the requirements of Title IX.

- Take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.

Assurance

- A district must submit a written assurance to the DOE (or other funding agency) that it will operate all of its education programs or activities in compliance with Title IX and the Title IX implementing regulations.

- Generally, this has been complete by districts who are already receiving federal financial assistance.

Training

- Although not required by Title IX, the most common issue in OCR cases is the lack of training and education in Title IX.

  - The District should ensure Title IX Coordinator(s) are appropriately trained and possess comprehensive knowledge in all areas of Title IX.

  - This includes training in investigations, witness interviews, and drafting a final report

TRANSGENDER STUDENTS

OCR and the DOJ

- Policies have created significant uncertainty for schools

- 2015/2016 guidance: Transgender students are Title IX protected class

- 2017 Dear Colleague Letter withdrew guidance "to further and more completely consider the legal issues involved"

OCR and the DOJ, cont.

- 2017 Dear Colleague Letter:
  - Despite withdrawing previous guidance, OCR assured it will continue to protect all students, including LGBT students, from discrimination, bullying and harassment

OCR and the DOJ, cont.

- OCR/DOJ also withdrew participation in related transgender litigation
  - Resulted in Supreme Court's decision to return *G.G. v. Gloucester County Sch. Bd.* case to 4th Circuit for "further consideration"

OCR and the DOJ, cont.

- Where do we stand regarding federal enforcement?
    - Some guidance documents remain in place
    - But change of approach on mandating policy
    - Internal OCR Memo (June 2017) indicates reduced review/oversight from D.C.
    - No legal determination on whether transgender students are protected under Title IX

OCR and the DOJ, cont.

- Unanswered questions:
  - ☐ How do we reconcile withdrawal of guidance with OCR assurances that it will continue to protect transgender students?
  - ☐ On what legal authority do federal protections of transgender students rest?
  - ☐ What will OCR do to enforce such protections?

Americans with Disabilities Act

- "Gender identity disorders not resulting from physical impairments" excluded from consideration as disability

- But recent decision in *Blatt v. Cabela's Retail* (E.D. Pa. 2017) is noteworthy

  - "Gender identity" can reasonably be interpreted as substantially limiting major life activities

  - Expansive interpretation likely to result in increase in transgender-related ADA claims

Section 504

- Physical or mental impairment that impacts major life activity

- Major life activities include learning

- Gender identity is not disability in and of itself

- But 504 plan might be appropriate if mental health associated with gender identity impacts education

IDEA

- Increasing requests for eligibility under "emotional disturbance" category

- Often seek funding for day treatment, wilderness programs or residential placement

- Must review mental health status within context of developmental history

IDEA, cont.

- Gender dysphoria is recognized psychological diagnosis

- Discomfort with incongruity between gender assigned at birth and perceived gender or incongruity between desired gender and gender allowed to be expressed

- Range of gender dysphoria and its impact on ability to access education will determine whether student qualifies for special education

IDEA, cont.

- Two due process cases are currently pending in California
  - Both involve students transitioning from female to male and who are placed in out-of-state RTCs
  - Both students making educational progress
  - School psychologist recommended no eligibility (depression/anxiety was not of marked degree and could be related to gender dysphoria)

California Statutes

- States laws are not impacted directly by OCR 2017 Dear Colleague Letter

- California Ed. Code § 221.5

  - Pupil must be permitted to participate in sex-segregated activities and use facilities consistent with gender identity

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Available Resources
FOR
Individualized Education Program Teams
That Support Student Participation in the CAASPP System

The California Assessment of Student Performance and Progress (CAASPP) System includes required assessments in English language arts/literacy (ELA), mathematics, and science, and is designed for all students, including students with disabilities. For ELA and mathematics, students with disabilities may participate in either the Smarter Balanced Summative Assessment or the California Alternate Assessment (CAA). For science, students with disabilities may participate in either the California Science Test (CAST) or the CAA for Science.

ELA and Mathematics Assessments

| CAA | Smarter Balanced Assessments |

Science Assessments

| CAA | California Science Test |
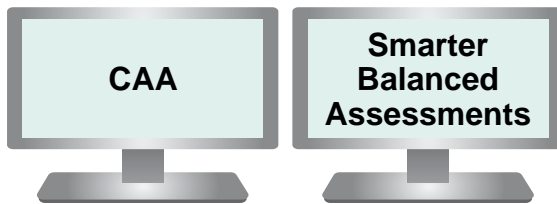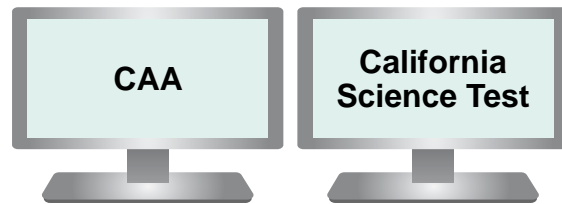
The following resources will assist individualized education program (IEP) teams in making informed decisions about student participation in the CAASPP System and about the assignment of accessibility resources that will allow students to demonstrate what they know and are able to do during classroom instruction and on the assessments.

Identifying the Correct Assessment for Students

The first consideration for an IEP team is to evaluate which assessment is most appropriate for the student based on the student's individual learning needs.

- **Assessment Fact Sheets**
  Key information (what, why, who, how, and when) about each assessment program.
  https://www.cde.ca.gov/ta/tg/ca/assessmentfactsheets.asp

- **CAA Guidance For IEP Teams**
  Detailed description of the CAA and specific guidance to determine whether the CAA is the appropriate assessment for an individual student.
  https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp

- **Participation Worksheet**
  Official document completed by the IEP team designating the CAA as the appropriate assessment for an individual student.
  https://www.cde.ca.gov/ta/tg/ca/documents/caaparticipatesht.doc

Identifying Appropriate Accessibility Resources for Students

After the IEP team has made a decision on the appropriate assessment for each student, the next consideration involves the selection of appropriate accessibility resources based on individual student needs.

- **Student Accessibility Resources**
  General information about available accessibility resources by subject and type of assessment.
  https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

- **Accessibility Resource Graphics**
  One-page visual overview of available universal tools, designated supports, and accommodations by subject area.
  https://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp

- **Matrix One**
  Detailed listing of available universal tools, designated supports, and accommodations.
  https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf

- **Usability, Accessibility, and Accommodations Guidelines**
  Step-by-step instructions that guide the selection of appropriate accessibility resources for individual student needs in the classroom and on the assessments.
  https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf

- **Accessibility Webcast**
  The purpose of this Webcast is to assist with the implementation of student accessibility resources for the ELA, mathematics, and science tests.
  http://www.caaspp.org/rsc/videos/archived-webcast_111517.html

- **Videos of Accessibility Resources**
  Short demonstrations of available accessibility resources.
  http://www.caaspp.org/training/caaspp/

- **ISAAP Tool**
  The Individual Student Assessment Accessibility Profile (ISAAP) tool allows IEP teams to enter individual student learning needs and see which accessibility resources may be useful.
  http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2017-2018.xlsm

- **Online Practice and Training Tests**
  Opportunities for students who will participate in the CAASPP assessments, including Smarter Balanced, CAST, and CAA for ELA/mathematics to practice with the assigned accessibility resources.
  http://www.caaspp.org/practice-and-training/index.html
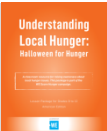
For additional information, please visit the California Department of Education CAASPP Web page at https://www.cde.ca.gov/ta/tg/ca/.

Project-Based Service Learning At-A-Glance

The Four Steps of WE Schools

1. Investigate and Learn
Students explore topics related to a real-world challenge or opportunity.

2. Action Plan
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3. Take Action
Students implement their action plan.

4. Report and Celebrate
Students present the results of their service-learning initiatives.

Title and Window	Driving Question	Topics of Learning Exploration	Content Standards and 21st Century Skills	WE Lesson Package Resources*
Water Quality and Conservation **Quarter 1/Sem 1**	How important and available is clean water, and how can we conserve water for our local and global communities?	Students will be introduced to what clean water is, measure the amount of water they use on average, explore the issue of clean water as a universal human right, and discover how clean water and sanitation can improve the overall health and livelihood of a person.	Next Generation Science Standards ESS 3-3, ESS 3-4 ESS 3-6, LS2-2, LS2-8, PS2-1, PS2-2, PS2-3 Mathematics Standards MP.2, MP.4, N-Q.1-3 ELA/Literacy Standards RI 1-2, RI 7-10, W1, W2, W4-10, SL1-2, SL4-6	INVESTIGATING WATER QUALITY
Know Your Rights **Quarter 2/Sem 1**	How do we balance the promotion of what is good for society with the protection of individual rights, and how can I/we help ensure people's rights are secured?	Students will read seminal historical documents such as The Bill of Rights, U.S. Constitution, Declaration of Independence, Magna Carta, French Declaration of the Rights of Man, and/or Universal Declaration of Human Rights, etc.	Social Studies Standards 12.1.3, 12.3.2-3, 11.3, 10.2.1 ELA/Literacy Standards RI 1-2, RI 7-10, W1, W2, W4-10, SL1-2, SL4-6	Advocating for Children's Rights CREATING AN INCLUSIVE WORLD
Earthquakes and Natural Disasters **Quarter 3/Sem 2**	What are the causes and effects of Earthquakes and/or other natural disasters, and how can I help my community prepare and best respond?	Students will investigate the science behind earthquakes and other natural disasters and examine the tools and function of seismology and seismologists. Then, students will compare effectiveness of various public evacuation routes/sites, procedures.	Next Generation Science Standards LS1-2, PS4-1, PS4-2, PS4-5 Mathematics Standards FIF6, SID6-7, SID9, ACED2, FELE1 ELA/Literacy Standards RI 1-2, RI 7-10, W1, W2, W4-10, SL1-2, SL4-6	Understanding Local Hunger: Halloween for Hunger
Making Change for Justice **Quarter 4/Sem 2**	How have leaders responded to injustice, and how can I make change for justice?	Students will experience written and media texts about leaders and their responses to injustice, both historic and contemporary, both celebrated and unnoticed, that deal with poverty, homelessness, education, equality of race and gender, and more. They will learn about a historic injustice, the leaders who responded, and the policies that were enacted.	Social Studies Standards 12.9.2, 12.4.1, 11.10.7, 10.9.3-5 ELA/Literacy Standards RI 1-2, RI 7-10, W1, W2, W4-10, SL1-2, SL4-6	KNOWLEDGE IS POWER VOLUNTEERISM: A GROWING MOVEMENT

*Resources used in conjunction with RCHS Adopted Textbooks and Curriculum.

California Research Bureau

Division of the California State Library that provides non-partisan research to elected officials
(http://www.library.ca.gov/crb)

INTERVIEW QUESTIONS

General Overview

1. *Overall, would you say your office is actively seeking ways to improve educational outcomes for juvenile inmates through programs, initiatives, innovations, etc.? What examples can you provide? (What educational outcomes do you track that show that your efforts are resulting in better outcomes?)*

   Our programs are centered on creating positive educational outcomes for juvenile students served in detention centers. Examples of initiatives, programs, and innovations include CTE courses offered in the court schools, comprehensive transition planning and programming for re-entry enrollments, youth advocates, MAPP/STAR assessments used for placement and progress monitoring, access to "a – g" course, WASC accredited program, educational liaisons who work with social workers for records, medication, etc., mental health first aid training for staff, and strong cross-agency collaboration and communication.

2. *Are the curriculum and teaching methodology used in your court school similar to those used in local district schools? If not, how do they differ? (How do your curriculum and teaching methods accommodate different grade and skill levels in the classroom?)*

   Curriculum is similar if not the same and aligned with Common Core State Standards. Some of the supplemental pieces are the same with extra supports in reading and math due to student needs in these academic areas. The curriculum reflects cultural background and living experiences of students. There are close partnerships with other agencies. Programs have more small group instruction and programming. Individualized data helps drive how teachers interact with student groups in terms of instruction as well as assessments. Individual/independent reading and differentiated instructional strategies are utilized. Students are presented with options for demonstrating competency and instructional methodology is more individualized. Programs are WASC accredited. There is an awareness that there are multiple grade levels and skill levels within classroom settings. For graduates and seniors, there is access to community college coursework. It is important to frame length of stay is decreasing and safety is out of control of educational environment. Numbers are declining and length of time is shorter. UC approved courses typically through online courses.

3. *Are you or someone in your office responsible for providing data used in the SARC? If so, do you think the SARC adequately captures the year-round population of the school in terms of demographics (race, socioeconomic status, sex, grade level)?*

   Demographics are accurate though kids change all the time due to high level of transiency. Some county offices use outside agency for SARC based on the CDE template. SARC is not an

indicator how our schools are doing because of the populations we serve. There is a need for an alternative accountability system with indicators that are applicable to our unique school settings. It is difficult to find CTE indicator for course completion because of the short length of enrollment for some students. . The SBE has recognized alternative accountability system and is working toward developing meaningful metrics. State test reporting only captures 11th grade and that does not completely reflect the performance of our students.

4. *In terms of academic performance, for example: test scores, does the SARC adequately capture your school's year-round population?*

Yes and no. Our students come with significant deficits especially in reading and mathematics so poor test scores are semi accurate but do not really apply to programs in place to affect those deficits. The students come to us with gaps in their academic skills; these gaps are not created while they are enrolled in our programs. Student test scores during incarceration are affected by traumatic events.

5. *Beyond what the state mandates, are you doing any data collection or student record tracking locally to improve your understanding of the court school population and its challenges?*

State testing is not reflective of our students for a number of reasons including short length of enrollment in court school programs, testing of only eleventh graders, the impact of trauma, preceding deficits in their education and skills. Multiple measures are a more appropriate measure. Pre and post-tests are utilized, but many students are not acclimated enough to test as a true measure due to trauma. Formative and summative assessments have been developed within the new Common Core curriculum. Alternative measures and local measures are utilized such as credit completion. Intervention data is also collected, assessed, and analyzed. Data is being utilized within a multi-tiered system of support to provide targeted intervention. Foster Youth data systems have been developed that allow for easier foster youth transition. Most counties use foster youth database. Ongoing assessments are used.

6. *What would you say have been your biggest challenges in terms of collecting meaningful data related to the performance of the court school? (How are you working to overcome these challenges?)*

State testing does not reflect our students and program performance. There is an extremely high transition rate of students, Court schools serve varied levels of abilities and grade levels and students not always motivated to complete assessments. We are overcoming this by utilizing multiple and local measures, as well as embedding formative and summative assessments within the curriculum for use. Intervention data is being collected. Biggest challenges: high mobility and transition rates of the schools, and tracking those students, where they are emotionally and trauma to review those assessments, try to provide multiple opportunities, embed assessments and varied grade level of the population. In addition, there is inadequate funding to serve s declining student population

Intake and Assessment Process

7. *When a youth arrives at the facility for the first time, how are their learning needs and other needs assessed? (Who is involved in the assessment process? What records are*

reviewed? How and when are those records gathered? Are any assessment tools used, such as reading and math diagnostic exams? What about youths who may qualify for special education services? How is support coordinated for youths who already have IEPs? How is support coordinated for youths who are found to qualify for special education services while at the facility?)

There are a number of recognized diagnostic exams used: Renaissance Learning , NWA, scantron performances, Let's Go Learn. There is a team approach to providing intervention for students through multi-agency coordination and regular meetings for communication. Programs have special education personnel and specialists to provide the services delineated in the student's IEP or team, The foster youth database facilitates identification of student with special needs.

8. *Once these assessments are complete, what sort of plan is put together for each youth? (What are the typical components of a plan? For example, academic learning goals, behavioral/emotional support goals, or initial transition planning for post-release? Who is involved in creating the plan? Which agencies outside of the school (e.g. home school districts) are involved, if any? How is the plan monitored? How long does it typically take to complete the plan? What services does the youth received while the plan is being prepared?)*

All students have an Individualized Learning Plan with a transition component. This plan is developed during the intake process and a transition meeting is before the student leaves. There are times when the student is released with no advance notification to the school. Santa Clara building an app platform, "My Action Plan", loaded onto smart phone with student transcripts and other information to facilitate student transition and access to educational records. Programs have a dedicated transition specialist for outgoing students

Transition Planning

9. *What is the process for planning for a youth's transition out of a juvenile facility? .*

Transition specialists and mentors follow up with phone calls to schools and dedicated clerical staff follow up on kids that are released. There is a 30 day form for follow up with student when they leave. Clinical care is provided.

10. *For youths transitioning to a traditional public school: (What's the process for enrolling youth in school? Who is responsible? And what's the timetable? What is the process and timetable for ensuring that credits transfer back to the public school?)*

Transition specialist works on transitions with the students, appropriate agencies, and school districts. Transition actually begins on day one of the student's enrollment.

11. *For youths transitioning to an alternative school: (How is it determined that a youth will transition to an alternative school before returning to a comprehensive high school? What advantages and disadvantages have you seen with this "step down" approach?)*

The receiving LEA decides their next educational placement and probation has some influence. is involving decision to be made at the district level, voluntary removal, alternative environment,

- Return to prior LEA
- Clear definition of alternative education
- Hold SARB for student returning

12. *Finally, are there other people in your area that you think would be a valuable addition to our discussion of these issues?*

Juvenile Probation, Courts/Judges, advocates, Foster Youth, CBO's, District Attorney, Education Rights Holder Social Services, family, and students are recommended to be included in the discussion.

RCOE Service-Learning Project Action Plan

Work out the details of an action that will make a meaningful difference on the issue you have been learning about. Once you've written your plan, get out there and make it happen. Check back with your action plan to make sure you're staying on track. You will need to revise your action plan as you work towards your goals and respond to challenges as they come up.

Driving Question

Copy it in the lines below. You'll want to make sure your Action Plan answers this question fully with evidence from what you've learned in class and your experiences.

_____

Prepare, Write, Reflect, and Present Your Action Plan

1. **Prepare.** Determine what skills, talents, or passions you or your group has and think about how you could use your talents to plan an action. What could you do to make a meaningful difference for the issue you have been learning about?

   Collaborate with a group if possible. Determine what you or your group needs to do. Break down those points into separate steps and responsibilities. Divide responsibilities and make sure everyone is comfortable with their role. Think outside the box and brainstorm resolutions to challenges.

2. **Write.** Answer the Driving Question above fully with evidence from what you've learned in class and your experiences. Be organized. Be specific.

   First – Write 1-2 paragraphs to introduce the issue and what should be done. What's currently happening that your community should know? How will you work towards helping the issue?

   Second – Write 3-6 paragraphs to describe in more detail the findings and details of the issue. Describe each responsibility within your action plan and how it should work. Be specific. Use data, information from your textbook and other texts, anecdotes, and more to support your reasoning.

   Last – Write 1-2 paragraphs to conclude and reflect on the progress and what has to be done still. Persuade your community to join you in taking additional actions that would make a meaningful difference.

3. **Reflect.** During this project, you'll need to reflect frequently on how you and your group is doing in completing their responsibilities. Remember that it is not possible to solve the issue. We can work towards it though. Are you running into challenges? Is there anything that you could do differently? What additional actions would make a meaningful difference? Revise your written action plan at least once during the project.

4. **Present**. Prepare a presentation of your Action Plan for your teachers, staff of the school, parents, and community members with visuals such as a poster, power point, website, video, etc.

   Your Project will be graded according to the official RCOE Writing, Collaboration, and Presentation Rubrics.

California DEPARTMENT OF
EDUCATION

Home / Testing & Accountability / Accountability / DASS Eligibility Criteria

DASS Eligibility Criteria

Information for alternative schools considering participation in the Dashboard Alternative School Status (DASS) program.

Eligibility Requirements

Alternative schools participating in the Dashboard Alternative School Status (DASS) program is limited. Schools are identified as "alternative" through one of two methods:

Defined Alternative Schools

The school has a school type identified in California *Education Code* (*EC*) Section 52052(g), which automatically qualifies them with an alternative status. These schools will be automatically placed into DASS. The school types identified in *EC* Section 52052(g) are:

- Continuation (School Ownership Code [SOC]: 68)
- County or District Community Day (SOC: 69)
- Opportunity (SOC: 13)
- County Community (SOC: 10)
- Juvenile Court (SOC: 14)
- California Education Authority, Division of Juvenile Justice (SOC: 11)
- County-Run Special Education Schools (SOC: 09)

In addition, any district-operated special education schools that have at least 70 percent of the students enrolled in grades three through eight and grade eleven participating in the California Alternate Assessments (CAA) will also be automatically placed into DASS. District-operated special education schools with less than 70 percent of students participating in the CAA must complete the DASS application process if they would like to be considered an alternative school in the new accountability system.

Other Alternative Schools

Other alternative schools are schools that serve high-risk students, but are not explicitly required to do so in the *EC.* These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)

- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth
- ~~Emotionally disturbed students (Title 34, Code of Federal Regulations Section 300.7[c][4])~~ [Note: This criterion was removed by the State Board of Education [SBE] action at the September 2017 SBE meeting. More information can be found in Agenda Item 02 of the September 2017 SBE Meeting.]

Pursuant to the SBE action at the May 2017 SBE meeting, to establish eligibility to participate in DASS , these schools must complete the participation forms.

The submission deadline for the DASS Participation Form (Part 1) for the Fall 2017 Dashboard closed on **October 6, 2017.**

The DASS participation and withdrawal process for the Fall 2018 Dashboard will begin early 2018.

DASS Eligibility Certification Form

- DASS Participation Instructions

Terms of Dashboard Alternative School Status Participation

All DASS participants must maintain documentation of the 70 percent of students reflected on Part 1 of their DASS Participation Form. The CDE will conduct annual reviews and failure to provide such documentation may result in termination of the school's DASS.

All schools voluntarily participating in DASS will be required to re-certify their high-risk student enrollments every three years (i.e., if a school is approved in 2016–17 to participate in DASS for the Fall 2017 Dashboard, this school must reapply in the 2019–20 to continue their participation in DASS for the Fall 2020 Dashboard). If a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS.

Questions: DASS Team | dass@cde.ca.gov | 916-319-0863

Last Reviewed: Monday, December 11, 2017

Active Dashboard Alternative School Status (DASS) Schools

Alameda	Oakland Unified	Civicorps Corpsmember Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Newark Unified School District	Crossroads High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified School District	Oakland International High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Alameda County Office of Education	Alameda County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Alameda County Office of Education	Alameda County Juvenile Hall/Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Alameda County Office of Education	Alameda County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Berkeley Unified	Berkeley Technology Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Hayward Unified	Brenkwitz High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Newark Unified	Bridgepoint High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Community Day High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Community Day Middle	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	New Haven Unified	Core Learning Academy at Conley-Caraballo High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Livermore Valley Joint Unified	Del Valle Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Dewey Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Independent Study, Sojourner Truth	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Alameda Unified	Island High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	San Leandro Unified	Lincoln High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Albany City Unified	MacGregor High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Piedmont City Unified	Millennium High Alternative	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Alameda County	Opportunity Charter	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Ralph J. Bunche High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Castro Valley Unified	Redwood Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Fremont Unified	Robertson High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	San Lorenzo Unified	Royal Sunset (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Oakland Unified	Rudsdale Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Dublin Unified	Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alameda	Pleasanton Unified	Village High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alpine	Alpine County Office of Education	Alpine County Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Alpine	Alpine County Unified	Alpine County Secondary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Amador	Amador County Office of Education	Amador County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Amador	Amador County Office of Education	County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Amador	Amador County Unified	Independence High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Butte Co. Office of Education	Come Back Butte Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Chico Unified	Academy for Change	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Biggs Unified	Biggs Secondary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Butte County Office of Education	Butte County Community School - LEAD	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Butte County Office of Education	Butte County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Chico Unified	Center for Alternative Learning	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Gridley Unified	Esperanza High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Chico Unified	Fair View High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Gridley Unified	Gridley Unified Community Day (7-12)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Thermalito Union Elementary	Heritage Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Paradise Unified	Honey Run Academy Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Paradise Unified	Honey Run Academy Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Chico Unified	Loma Vista	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Oroville Union High	Oroville High Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Palermo Union Elementary	Palermo Union Community Day (5-8)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Palermo Union Elementary	Palermo Union Community Day (K-8)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Thermalito Union Elementary	Pioneer Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Oroville Union High	Prospect High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Paradise Unified	Ridgeview High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Butte County Office of Education	RISE	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Butte	Butte County Office of Education	Table Mountain	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Calaveras	Calaveras County Office of Education	Calaveras County Special Education (SELPA)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Calaveras	Calaveras County Office of Education	Calaveras River Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Calaveras	Calaveras Unified	Gold Strike High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Calaveras	Calaveras County Office of Education	Oakendell Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

County	District	School	DASS Status Type	DASS Start	DASS End
Calaveras	Bret Harte Union High	Vallecito Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Colusa	Pierce Joint Unified	Arbuckle Alternative High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Colusa	Colusa Unified	Colusa Alternative High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Colusa	Williams Unified	Mid Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Colusa	Colusa County Office of Education	S. William Abel Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Liberty Union High School District	Independence High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Antioch Unified	Bidwell Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Pittsburg Unified	Black Diamond High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Antioch Unified	Bridges	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Central County Special Education Programs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Crossroads High (Alternative)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	San Ramon Valley Unified	Del Amigo High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Diablo Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	East County Elementary Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Far East County Programs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Floyd I. Marchus	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Gateway High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Golden Gate Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	West Contra Costa Unified	Greenwood Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	West Contra Costa Unified	Harbour Way Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Heritage CCCOE Special Education Programs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Liberty Union High	La Paloma High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Antioch Unified	Live Oak High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Contra Costa County Office of Education	Mt. McKinley	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Olympic Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Prospect High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Mt. Diablo Unified	Summit High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	Martinez Unified	Vicente Martinez High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Contra Costa	John Swett Unified	Willow High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
County	District	School	DASS Status Type	DASS Start	DASS End
Del Norte	Del Norte County Office of Education	Bar-O	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Del Norte	Del Norte County Office of Education	Del Norte Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Del Norte	Del Norte County Office of Education	Elk Creek	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Del Norte	Del Norte County Unified	Sunset High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Blue Ridge	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Charter Alternative Program (CAP)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Charter Community School Home Study Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	Black Oak Mine Unified	Divide High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Golden Ridge	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado Union High	Independence Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	Lake Tahoe Unified	Mt. Tallac High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Rite of Passage	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado County Office of Education	Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	Lake Tahoe Unified	Transitional Learning Center (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
El Dorado	El Dorado Union High	Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Washington Unified	W.E.B. DuBois Public Charter	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Raisin City Elementary	Ambassador Phillip V. Sanchez Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Carter G. Woodson Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Westside Elementary School District	Crescent View South Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno County Office of Education	Crescent View West Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified School District	School of Unlimited Learning	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Sanger Unified	Taft High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Cambridge Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Coalinga-Huron Unified	Cambridge High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Coalinga-Huron Unified	Chesnut High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Clovis Unified	Clovis Community Day Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Clovis Unified	Clovis Community Day Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Sanger Unified	Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Dewolf Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Fresno	Washington Unified	Easton Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Washington Unified	Easton Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Firebaugh-Las Deltas Unified	El Puente High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Kerman Unified	Enterprise High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Firebaugh-Las Deltas Unified	Firebaugh Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Florence E. Rata	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fowler Unified	Fowler Academy Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fowler Unified	Fowler Academy Community Day (9-12)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fowler Unified	Fowler Academy Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno County Office of Education	Fresno County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno County Office of Education	Fresno County Special Education Local Plan	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Clovis Unified	Gateway High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Selma Unified	Heartland High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Riverdale Joint Unified	Horizon High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Kingsburg Elementary Charter	Island Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Kings Canyon Joint Unified	Kings Canyon Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Sanger Unified	Kings River High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Caruthers Unified	MARC High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Mendota Unified	Mendota Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Mendota Unified	Mendota Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Coalinga-Huron Unified	Miles W. Culwell Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Sierra Unified	Oak Meadow Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Kingsburg Joint Union High	Oasis Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Central Unified	Pathway Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Central Unified	Pathway Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Central Unified	Pershing Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Phoenix Elementary Academy Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno Unified	Phoenix Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Golden Plains Unified	Rio Del Rey High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Parlier Unified	San Joaquin Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Sierra Unified	Sandy Bluffs Alternative Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Fresno	Fresno County Office of Education	Violet Heintz Education Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Glenn County Office of Education	Succes One!	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Stony Creek Joint Unified	Bidwell Point High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Hamilton Unified	Ella Barkley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Glenn County Office of Education	Glenn County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Glenn County Office of Education	Glenn County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Hamilton Unified	Hamilton Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Orland Joint Unified	North Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Orland Joint Unified	Orland Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Glenn County Office of Education	William Finch	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Glenn	Willows Unified	Willows Community High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Klamath-Trinity Joint Unified	Captain John Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Fortuna Union High	East High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Eel River Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Eureka Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Glen Paul	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Humboldt County Office of Education Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Humboldt County Office of Education Juvenile Hall Cour	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Southern Humboldt Joint Unified	Osprey Learning Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Northern Humboldt Union High	Pacific Coast High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Humboldt County Office of Education	Southern Humboldt Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Northern Humboldt Union High	Tsurai High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Humboldt	Eureka City Schools	Zoe Barnum High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Imperial County Office of Education	Imperial Pathways Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Central Union High School District	Phoenix Rising High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Calexico Unified	Aurora High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	San Pasqual Valley Unified	Bill M. Manes High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Central Union High	Desert Oasis High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Imperial	Brawley Union High	Desert Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Imperial Unified	Imperial Ave. Holbrook High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Imperial County Office of Education	Imperial County Juvenile Hall/Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Imperial County Office of Education	Imperial County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Brawley Union High	Renaissance	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Holtville Unified	Sam Webb Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	San Pasqual Valley Unified	San Pasqual Vocational Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Imperial	Imperial County Office of Education	Valley Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Inyo County Office of Education	College Bridge Academy	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Inyo County Office of Education	The Education Corps Charter High School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Inyo County Office of Education	YouthBuild Charter School of California	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified School District	Bishop Independent Study	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified	Bishop Union Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified	Bishop Union Elementary Community Day II	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified	Community Day School III	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Inyo County Office of Education	Jill Kinmont Boothe	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified	Keith B. Bright High (Juvenile Hall)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Bishop Unified	Palisade Glacier High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Inyo	Death Valley Unified	Shoshone High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Maricopa Unified	Insight School of California	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High School District	Kern Workforce 2000 Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Taft Union High	Buena Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High	Central Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Greenfield Union	Greenfield Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern County Office of Education	Kern County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern County Office of Education	Kern County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern County Office of Education	Kern County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Sierra Sands Unified	Mesquite Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Tehachapi Unified	Monroe High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High	Nueva Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Southern Kern Unified	Rare Earth High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	McFarland Unified	San Joaquin High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High	Tierra Del Sol Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Delano Joint Union High	Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High	Vista Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Kern High	Vista West Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern	Wasco Union High	Wasco Independence High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kern County	McFarland Unified School District	McFarland Independent School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Armona Union school district	Crossroads Charter Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Kit Carson Union Elementary	Kings Valley Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Reef-Sunset Unified	Adelante High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Lemoore Union Elementary	Bridges Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Hanford Joint Union High	Earl F. Johnson High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Hanford Joint Union High	Hanford Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Hanford Elementary	Hanford Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Hanford Joint Union High	Hanford Night (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Kings County Office of Education	J. C. Montgomery	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Lemoore Union High	Jamison (Donald C.) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Kings County Office of Education	Kings County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Kings County Office of Education	Kings County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Corcoran Joint Unified	Kings Lake Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Corcoran Joint Unified	Mission Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Reef-Sunset Unified	Reef-Sunset Primary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Reef-Sunset Unified	Reef-Sunset Secondary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Kings	Reef-Sunset Unified	Sunrise High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Konocti Unified	Blue Heron	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Konocti Unified	Carle (William C.) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Lake County Office of Education	Clearlake Creativity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Upper Lake Unified	Clover Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Lake	Kelseyville Unified	Ed Donaldson Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Konocti Unified	Highlands Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Kelseyville Unified	Kelseyville Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Lakeport Unified	Lakeport Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Lake County Office of Education	Lloyd Hance Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Middletown Unified	Loconoma Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Lakeport Unified	Natural High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Lake County Office of Education	Renaissance Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lake	Upper Lake Unified	Upper Lake Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lassen	Lassen Union High	Lassen Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lassen	Lassen County Office of Education	Lassen County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Lassen	Lassen County Office of Education	Providence Jr./Sr. High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Long Beach Unified	Beach High-Intensive Learning Program	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Centinela Valley Union High School District	Family First Charter School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Centinela Valley Union High School District	New Opportunities Charter School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Pomona Unified School District	Pomona Alternative School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Acton-Agua Dulce Unified School District	SIATech Academy South	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Palmdale Elementary	Antelope Valley Learning Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Acton Agua Dulce Unified	Assurance Learning Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Benjamin Banneker Career and Transition Center	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unifed SchoolDistrict	City of Angels	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Long Beach Unified School District	Clear Passage Educational Center	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Glendale Unified School District	College View School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Antelope Valley Union High	Desert Sands Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Diane S. Leichman Career Preparatory and Transition C	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Acton Agua-Dulce School District	Empower Generations	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Alhambra Unified School District	Independence High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Joaquin Miller Career and Transition Center	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Joseph Pomeroy Widney Career Preparatory and Trans	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Pasadena Unified	Learning Works Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	William S. Hart Union High	Mission View Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	New Village Girls Academy	New Village Girls Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Baldwin Park Unified	Opportunities for Learning - Baldwin Park	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Baldwin Park Unified	Opportunities for Learning - Baldwin Park II	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Duarte Unified	Opportunities for Learning - Duarte	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	William S. Hart Union High	Opportunities for Learning - Santa Clarita	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Optimist Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	San Gabriel Unified	Options for Youth San Gabriel	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	William S Hart Union High	Sequoia School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Torrance	South Bay High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Thomas Riley High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Compton Unified	Thurgood Marshall	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Bonita Unified	Vista School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified School District	Youth Opportunities Unlimited	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Afflerbaugh-Paige Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Aggeler Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Albert Einstein Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Alfonso B. Perez Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Alternative Opportunity Programs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Amelia Earhart Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Angel's Gate (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	El Segundo Unified	Arena High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Charter Oak Unified	Arrow High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Avalon High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Bellflower Unified	Bellflower Alternative Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	William S. Hart Union High	Bowman (Jereann) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Boyle Heights Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Charter Oak Unified	Bridges Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Paramount Unified	Buena Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Los Angeles	Burbank Unified	Burbank USD Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Cal Burke High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Monrovia Unified	Canyon Oaks High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	CDS Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	CDS Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Central High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Central Juvenile Hall	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Alhambra Unified	Century High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Compton Unified	Cesar Chavez Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Bonita Unified	Chaparral High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Charles Leroy Lowman Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Cheviot Hills Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Downey Unified	Columbus Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Claremont Unified	Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Compton Unified	Compton Community Day High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Compton Unified	Compton Community Day Middle	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	West Covina Unified	Coronado High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Lancaster Elementary	Crossroads Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Culver City Unified	Culver Park High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Glendale Unified	Daily (Allan F.) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Claremont Unified	Danbury Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	San Gabriel Unified	Del Mar High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Keppel Union Elementary	Desert View Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Antelope Valley Union High	Desert Winds Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Dorothy V. Johnson Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Downey Unified	Downey Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Temple City Unified	Dr. Doug Sears Learning Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Eagle Tree Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	East Los Angeles County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Eastside Union Elementary	Eastside Academy/Transitional Learning Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Norwalk-La Mirada Unified	El Camino High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	El Monte Union High	El Monte Union High School Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Ellington (Duke) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Ernest P. Willenberg Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Evergreen Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Covina-Valley Unified	Fairvalley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	El Monte Union High	Fernando R. Ledesma Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Frank Lanterman	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Frida Kahlo High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Whittier Union High	Frontier High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Torrance Unified	Gene Drevno Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	George S. Patton Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Gonzales, David Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Harold McAlister High (Opportunity)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Harris Newmark Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Henry David Thoreau Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Highland Park Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Independence Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Las Virgenes Unified	Indian Hills Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Inglewood Unified	Inglewood Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	International Polytechnic High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Jack London Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Jack London Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	James J. McBride Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Jane Addams Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Jarvis Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Glendale Unified	Jewel City Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	John Hope Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	John R. Wooden High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Los Angeles	Los Angeles County Office of Education	Kilpatrick, Vernon Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Kirby, Dorothy Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	L.A. County High School for the Arts	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Los Angeles County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Los Padrinos Juvenile Hall	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Lynwood Unified	Lynwood Alternative	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	McNair Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Mendenhall, William Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Metropolitan Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Miller, Fred C. Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Mission Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Moneta Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Montebello Unified	Montebello Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Monterey Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Burbank Unified	Monterey High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Beverly Hills Unified	Moreno High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Mt. Lukens Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Duarte Unified	Mt. Olive Innovation and Technology High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Munz, John Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Nidorf, Barry J.	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Baldwin Park Unified	North Park Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Bassett Unified	Nueva Vista Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Palmdale Elementary	Oak Tree Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Odyssey Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Santa Monica-Malibu Unified	Olympic High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Onizuka Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Owensmouth Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Pacific Lodge Residential Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Paramount Unified	Paramount Unified Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Pomona Unified	Park West High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Phoenix Academy Residential Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Phoenix Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Antelope Valley Union High	Phoenix High Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Pomona Unified	Pomona Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Pueblo de Los Angeles Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Centinela Valley Union High	R. K. Lloyde High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Antelope Valley Union High	R. Rex Parris High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Ramona Opportunity High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Palos Verdes Peninsula Unified	Rancho del Mar High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Redondo Beach Unified	Redondo Beach Learning Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Redondo Beach Unified	Redondo Shores High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Long Beach Unified	Reid High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Renaissance County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Resnik Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Richard A. Alonzo Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Robert H. Lewis Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Rockey, Glenn Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Walnut Valley Unified	Ron Hockwalt Academies (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Pasadena Unified	Rose City High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Rowland Unified	Rowland Assistive Technology Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Rowland Unified	Rowland Unified Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	El Rancho Unified	Ruben Salazar Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	San Antonio Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Claremont Unified	San Antonio High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Rowland Unified	Santana High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Scobee Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Scott, Joseph Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Scudder, Kenyon Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Long Beach Unified	Select Community Day (Secondary)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Los Angeles	Torrance Unified	Shery (Kurt T.) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Azusa Unified	Sierra High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Simon Rodia Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Smith Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles County Office of Education	Soledad Enrichment Action Charter High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Bellflower Unified	Somerset Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Sophia T. Salvin Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Centinela Valley Union High	South Bay Academy Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Stoney Point Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Sven Lokrantz Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	El Monte City	Thompson Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	ABC Unified	Tracy (Wilbur) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Tri-C Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Montebello Unified	Vail High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Hacienda la Puente Unified	Valley Alternative High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Hacienda la Puente Unified	Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	View Park Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Lynwood Unified	Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	West Hollywood Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Glendora Unified	Whitcomb Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Whitman Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Whitney Young Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Whittier City Elementary	Whittier Area Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Will Rogers Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	William J. Johnston Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	William Tell Aggeler Opportunity High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Wilsona Elementary	Wilsona Achievement Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Los Angeles	Los Angeles Unified	Zane Grey Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera Unified	Furman (Duane E.) High (Independent Study Program)	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Yosemite Unified	Ahwahnee High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Yosemite Unified	Campbell High Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera County Office of Education	Enterprise Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Bass Lake Joint Union Elementary	Fresno Flats Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Chowchilla Union High	Gateway High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera County Office of Education	Gould Educational Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Golden Valley Unified	Independence Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera County Office of Education	Juvenile Hall (Endeavor/Voyager Secondary)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Golden Valley Unified	Lincoln Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera County Office of Education	Madera County Independent Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Chawanakee Unified	Manzanita Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Yosemite Unified	Meadowbrook Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera Unified	Mountain Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera County Office of Education	Pioneer Technical Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Madera Unified	Ripperdan Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Madera	Golden Valley Unified	Valley Teen Ranch Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	San Rafael City High	Madrone High Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Marin County Office of Education	Marin County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Marin County Office of Education	Marin County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Novato Unified	Marin Oaks High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Marin County Office of Education	Marin's Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Novato Unified	Nexus Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Marin County Office of Education	Phoenix Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Marin	Tamalpais Union High	San Andreas High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mariposa	Mariposa County Office of Education	County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mariposa	Mariposa County Unified	Jessie Benton Fremont Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mariposa	Mariposa County Office of Education	Monarch Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mariposa	Mariposa County Unified	Spring Hill High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mariposa	Mariposa County Office of Education	Spring Hill Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Potter Valley Community Unified	Centerville High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Mendocino	Laytonville Unified	Laytonville Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Fort Bragg Unified	Lighthouse Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Mendocino County Office of Education	Mendocino County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Mendocino Unified	Mendocino Sunrise High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Fort Bragg Unified	Noyo High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Anderson Valley Unified	Rancheria Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Round Valley Unified	Round Valley Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Willits Unified	Sanhedrin High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Fort Bragg Unified	Shelter Cove	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Point Arena Joint Union High	South Coast Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Ukiah Unified	South Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mendocino	Mendocino County Office of Education	West Hills Juvenile Hall Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Atwater Elementary	Atwater Senior Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Floyd A. Schelby	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Le Grand Union High	Granada High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Hilmar Unified	Irwin High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced City Elementary	Merced City School District Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Merced County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Merced County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Gustine Unified	Pioneer High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Los Banos Unified	San Luis High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced Union High	Sequoia High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Delhi Unified	Shattuck Educational Park	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Valley Atwater Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Valley Los Banos Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced County Office of Education	Valley Merced Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Dos Palos Oro Loma Joint Unified	Westside Community Day Middle High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Dos Palos Oro Loma Joint Unified	Westside High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Merced	Merced Union High	Yosemite High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Modoc	Modoc Joint Unified	High Desert Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Modoc	Modoc County Office of Education	Modoc County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Modoc	Modoc County Office of Education	Modoc County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Modoc	Tulelake Basin Joint Unified	Tulelake Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Modoc	Modoc Joint Unified	Warner High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mono	Mono County Office of Education	Jan Work Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mono	Mono County Office of Education	Sawtooth Ridge Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mono	Mammoth Unified	Sierra High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mono	Mono County Office of Education	TIOGA Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Mono County Office of Education	Mono County Office of Education	Urban Corps Charter School of San Diego County	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Learning for Life Charter School	Learning for Life Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Carmel Unified	Carmel Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Salinas Union High	Carr Lake Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	North Monterey County Unified	Central Bay High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey Peninsula Unified	Central Coast High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Pacific Grove Unified	Community High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey County Office of Education	Monterey County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey Peninsula Unified	Monterey Peninsula Unified School District Community I	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey Peninsula Unified	Monterey Peninsula Unified School District Community I	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Salinas Union High	Mount Toro High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	King City Union	Phoenix Academy Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Soledad Unified	Pinnacles High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	South Monterey County Joint Union High	Portola-Butler Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey County Office of Education	Salinas Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Gonzales Unified	Somavia High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey	Monterey County Office of Education	Wellington M. Smith, Jr.	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Monterey COE	salinas union high school	el puente high school	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Napa	Napa County Office of Education	Napa County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Napa	Napa County Office of Education	Napa County Juvenile Hall/Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Napa	Napa County Office of Education	Napa County Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Napa	Calistoga Joint Unified	Palisades High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Napa	Napa Valley Unified	Valley Oak High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada County Office of Education	John Muir Charter Schools	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada Joint Union High	North Point Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada County Office of Education	Earle Jamieson Educational Options	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada County Office of Education	Nevada County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada Joint Union High	NU Tech High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada Joint Union High	Silver Springs High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Nevada	Nevada County Office of Education	Sugarloaf Mountain, Juvenile Hall Program	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	HBUHSD	Coast High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Irvine Unified	Irvine Adult Transition Programs	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Fullerton Joint Union High School District	La Sierra High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Capistrano Unified	Opportunities for Learning - Capistrano	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange County Department of Education	Orange County Workforce Innovation High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange County Department of Education	Access County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange County Department of Education	Access Juvenile Hall	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Newport-Mesa Unified	Back Bay High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Brea-Olinda Unified	Brea Canyon High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Capistrano Unified	Bridges Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Santa Ana Unified	Cesar E. Chavez High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Irvine Unified	Creekside High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Placentia-Yorba Linda Unified	El Camino Real Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Saddleback Valley Unified	Esperanza Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Placentia-Yorba Linda Unified	George Key	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Anaheim Union High	Gilbert High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Tustin Unified	Hillview High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Anaheim Union High	Hope	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Capistrano Unified	Junipero Serra High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Fullerton Joint Union High	La Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Santa Ana Unified	Lorin Griset Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Garden Grove Unified	Marie L. Hare High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Garden Grove Unified	Mark Twain Special Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange County Department of Education	OCCS:CHEP/PCHS	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange County Department of Education	Orange County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange Unified	OUSD Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Santa Ana Unified	REACH Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Capistrano Unified	Richard Henry Dana Exceptional Needs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Orange Unified	Richland Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Saddleback Valley Unified	Silverado High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Orange	Huntington Beach Union High	Valley Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Roseville Joint Union High	Adelante High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer Union High	Chana High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Western Placer Unified	Phoenix High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer County Office of Education	Placer County Community Schools	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer County Office of Education	Placer County Court Schools	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer County Office of Education	Placer County Pathways Charter	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer County Office of Education	Placer County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Tahoe-Truckee Unified	Sierra High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Placer County Office of Education	Sierra Vista	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Placer	Rocklin Unified	Victory High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Plumas	Plumas Unified	Almanor High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Plumas	Plumas Unified	Beckwourth (Jim) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Plumas	Plumas County Office of Education	Plumas County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Plumas	Plumas County Office of Education	Plumas County Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Plumas	Plumas County Office of Education	Portola Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Beaumont Unified	21st Century Learning Institute	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Corona-Norco Unified School District	Corona-Norco Alternative	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Gateway College and Career Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Hemet Unified	Helen Hunt Jackson College Prep High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard

Riverside	Moreno Valley Unified	Moreno Valley Community Learning Center	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Moreno Valley Unified	Moreno Valley Online Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Murrieta Valley Unified	Murrieta Canyon Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Alvord Unified School District	Summit Elementary	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Alvord Unified School District	Summit Secondary	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside Unified School District	Summit View Independent Study	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside Unified	Abraham Lincoln Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Hemet Unified	Alessandro High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Alvord Unified	Alvord Alternative Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Alvord Unified	Alvord Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Desert Sands Unified	Amistad High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Hemet Unified	Aspire Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Moreno Valley Unified	Bayside Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Come Back Kids	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Corona-Norco Unified	Corona Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Murrieta Valley Unified	Creekside High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Beaumont Unified	Glen View High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Coachella Valley Unified	La Familia Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Corona-Norco Unified	Lee V. Pollard High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Moreno Valley Unified	March Mountain High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Moreno Valley Unified	March Valley	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	San Jacinto Unified	Mountain View High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Palm Springs Unified	Mt. San Jacinto High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Banning Unified	New Horizon High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Jurupa Unified	Nueva Vista Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside Unified	Opportunity Program	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Corona-Norco Unified	Orange Grove High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Lake Elsinore Unified	Ortega High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Perris Union High	Perris Lake High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside Unified	Raincross High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Temecula Valley Unified	Rancho Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Riverside County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Riverside County Education Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Riverside County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Riverside County Office of Education	Riverside County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Jurupa Unified	Steps Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Desert Sands Unified	Summit High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Perris Union High	The Academy Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Palo Verde Unified	Twin Palms Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Val Verde Unified	Val Verde High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Val Verde Unified	Val Verde Student Success Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside	Corona-Norco Unified	Victress Bower School for Exceptional Students	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Riverside County	Lake Elsinore Unified School District	Keith McCarthy Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento City Unified	Capital City School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified School District	Community Collaborative Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified School District	Elwood J. Keema High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified School District	Highlands Community Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified School District	Nova Opportunity	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	San Juan Unified	Options for Youth-San Juan	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Robla Elementary	Paseo Grande Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twinrivers USD	Sacramento Academic & Vocational Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento City Unified	American Legion High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Elk Grove Unified	Calvine High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Elk Grove Unified	Daylor (William) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Natomas Unified	Discovery High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	El Centro Jr./Sr. High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	Elinor Lincoln Hickey Jr./Sr. High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Galt Joint Union High	Estrellita Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Folsom-Cordova Unified	Folsom Lake High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Sacramento	Sacramento County Office of Education	Gerber Jr./Sr. High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Elk Grove Unified	Jessie Baker	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	California Education Authority (CEA) Headquart	Johanna Boss High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Folsom-Cordova Unified	Kinney High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	San Juan Unified	La Entrada Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	California Education Authority (CEA) Headquart	Mary B. Perry High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Center Joint Unified	McClellan High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	River Delta Joint Unified	Mokelumne High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	Morgan Jr./Sr. High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	California Education Authority (CEA) Headquart	N.A. Chaderjian High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	North Area Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified	Pacific Career and Technology High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	Palmiter Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified	Pathways Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	California Education Authority (CEA) Headquart	Pine Grove Youth Conservation Camp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Folsom-Cordova Unified	Prospect Community Day School	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	San Juan Unified	Ralph Richardson Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Elk Grove Unified	Rio Cazadero High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	River Delta Joint Unified	River Delta Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	Sacramento County ED Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento County Office of Education	Sacramento County SH Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Sacramento City Unified	Success Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Elk Grove Unified	Transition High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sacramento	Twin Rivers Unified	Vista Nueva Career and Technology High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Benito	San Benito County Office of Education	Pinnacles Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Benito	San Benito High	San Andreas Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Benito	San Benito County Office of Education	San Benito County Juvenile Hall Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Benito	San Benito County Office of Education	San Benito County Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino Unified	Center for Learning and Unlimited Educational Success	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Adelanto Elementary School District	Taylion Academy	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Lucerne Valley Unified	Alta Vista Innovation High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Helendale Elementary	Alta Vista South Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Apple Valley Unified	High Desert Premier Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Hesperia Unified School District	Mirus Secondary School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Oro Grande Elementary	Mojave River Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	Options for Youth-San Bernardino	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Victor Valley Union High	Options for Youth-Victorville Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	Anderson	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Fontana Unified	Birch High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Morongo Unified	Black Rock Alternative/Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Chino Valley Unified	Boys Republic High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Chino Valley Unified	Buena Vista Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Barstow Unified	BUSD School of Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Silver Valley Unified	Calico Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Hesperia Unified	Canyon Ridge High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	Carmack	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Barstow Unified	Central High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Chaffey Joint Union High	Chaffey Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Barstow Unified	Challenges Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Snowline Joint Unified	Chaparral High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Bear Valley Unified	Chautauqua High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Chino Valley Unified	Chino Valley Learning Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Fontana Unified	Citrus High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino County Office of Education	Community School/Independent Alternative Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino County Office of Education	Desert Mountain Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Snowline Joint Unified	Eagle Summit Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Needles Unified	Educational Training Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Etiwanda Elementary	Etiwanda Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Victor Valley Union High	Goodwill High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

San Bernardino	Yucaipa-Calimesa Joint Unified	Green Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Hesperia Unified	Hesperia Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Upland Unified	Hillside High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Lucerne Valley Unified	Lucerne Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Rialto Unified	Milor Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Hesperia Unified	Mojave High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Rim of the World Unified	Mountain High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Lucerne Valley Unified	Mountain View High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Needles Unified	Needles Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Yucaipa-Calimesa Joint Unified	Oak View High School & Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Redlands Unified	Orangewood High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	San Andreas High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	San Bernardino City Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino County Office of Education	San Bernardino County Juvenile Detention and Assessn	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino County Office of Education	San Bernardino County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	Sierra High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Silver Valley Unified	Silver Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Colton Joint Unified	Slover Mountain High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	STAR at Anderson Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	Chaffey Joint Union High	Valley View High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Bernardino	San Bernardino City Unified	Yvonne Harmon	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified School District	Ingenuity Charter School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Spencer Valley Elementary	Insight @ San Diego	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Vista Unified School District	North County Trade Tech High School	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Borrego Springs Unified School District	San Diego Workforce Innovation High	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Vallecitos Elementary School District	Taylion San Diego Academy	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified School District	Audeo Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	SBE - Audeo Charter II	Audeo Charter School II	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified School District	Charter School of San Diego	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Dehesa Elementary	Diego Hills Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Borrego Springs Unified	Diego Springs Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Julian Union School District	Diego Valley Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	SBE - Grossmont Secondary	Grossmont Secondary School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified School District	Laurel Preparatory Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Sweetwater Union High School District	MAAC Community Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	SBE -Sweetwater Secondary	Sweetwater Secondary School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Poway Unified	Abraxas Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified	ALBA	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Sweetwater Union High	Alta Vista Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Vista Unified	Alta Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Cajon Valley Union	Cajon Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Mountain Empire Unified	Campo High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Carlsbad Unified	Carlsbad Village Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Grossmont Union High	Chaparral High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Mountain Empire Unified	Cottonwood Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	Davila Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Grossmont Union High	Elite Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified	Garfield High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Fallbrook Union High	Ivy High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Vista Unified	Major General Raymond Murray High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	Monarch	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Ramona City Unified	Montecito High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	North Coastal Consortium Schools	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Valley Center-Pauma Unified	Oak Glen High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Oceanside Unified	Ocean Shores High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Sweetwater Union High	Palomar High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	La Mesa-Spring Valley	Quest Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	San Diego County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	San Diego County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

San Diego	San Diego County Office of Education	San Diego County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Warner Unified	San Jose Valley Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego County Office of Education	San Pasqual Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Fallbrook Union Elementary	Santa Margarita Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Santee	Santee Success Program	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Dieguito Union High	Sunset High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Sweetwater Union High	Sweetwater Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified	Twain High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Marcos Unified	Twin Oaks High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	Escondido Union High	Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego	San Diego Unified	Whittier K-12	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Diego County	Vista Unified School District	SIATech	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified School District	Five Key Charter School (SF Sheriff)	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified	Life Learning Academy Charter High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified School District	SF Sheriff Five Keys Adult School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified School District	SF Sheriff's Five Keys Independence High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified	Downtown High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco County Office of Education	S.F. County Civic Center Secondary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco County Office of Education	S.F. County Court Woodside Learning Ctr	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco County Office of Education	S.F. County Opportunity (Hilltop)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco County Office of Education	S.F. County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Francisco	San Francisco Unified	Wells (Ida B.) High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	New Jerusalem	Delta Launch Charter	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	New Jerusalem Elementary	Insight @ San Joaquin	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Manteca Unified	Calla High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Tracy Joint Unified	Duncan-Russell Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Tracy Joint Unified	George and Evelyn Stein Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Ripon Unified	Harvest High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Stockton Unified	Jane Frederick High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	John F. Cruikshank, Jr.	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Lodi Unified	Liberty High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Manteca Unified	Manteca Community Day (7-12)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Manteca Unified	Manteca Community Day (K-6)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Manteca Unified	New Vision High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	one.Charter	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Lodi Unified	Plaza Robles Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Linden Unified	Pride Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	San Joaquin Building Futures Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	San Joaquin County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	San Joaquin County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	San Joaquin County Office of Education	Venture Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Lincoln Unified	Village Oaks High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Escalon Unified	Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Lodi Unified	Walter J. Katnich Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Stockton Unified	Walton Development Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Joaquin	Tracy Joint Unified	Willow Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	San Luis Obispo County Office of Education	Grizzly Challenge Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Coast Unified	Cambria Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Atascadero Unified	Del Rio Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Templeton Unified	Eagle Canyon High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Coast Unified	Leffingwell High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Paso Robles Joint Unified	Liberty High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	Lucia Mar Unified	Lopez Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	San Luis Coastal Unified	Pacific Beach High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	San Luis Obispo County Office of Education	San Luis County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	San Luis Obispo County Office of Education	San Luis Obispo County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Luis Obispo	San Luis Obispo County Office of Education	San Luis Obispo County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	South San Francisco Unified	Baden High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo County Office of Education	Camp Glenwood	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

San Mateo	San Mateo County Office of Education	Canyon Oaks Youth Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	South San Francisco Unified	Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo County Office of Education	Gateway Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo County Office of Education	Hillcrest at Youth Services Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo County Office of Education	Margaret J. Kemp	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo Union High	Peninsula High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	Cabrillo Unified	Pilarcitos Alternative High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	Sequoia Union High	Redwood High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	San Mateo County Office of Education	San Mateo County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
San Mateo	Jefferson Union High	Thornton High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Carpinteria Unified	Foothill Alternative High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	SBE- Olive Grove Charter	Olive Grove Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Maria Joint Union High	Delta High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Lompoc Unified	Dr Bob Forinash Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Barbara Unified	La Cuesta Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Lompoc Unified	Maple High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Ynez Valley Union High	Refugio High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Carpinteria Unified	Rincon High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Barbara County Office of Education	Santa Barbara County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Barbara County Office of Education	Santa Barbara County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Santa Barbara County Office of Education	Santa Barbara County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Barbara	Cuyama Joint Unified	Sierra Madre High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara Unified	Wilson Alternative	ASAM/DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High School District	Escuela Popular/Center for Training and Careers Family	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	San José Unified School District	Liberty High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara County Office of Education	Opportunity Youth Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High	San Jose Conservation Corps Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Mountain View-Los Altos Union High	Alta Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High	Apollo High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Campbell Union High	Boynton High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	San Jose Unified	Broadway High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Milpitas Unified	Calaveras Hills	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Campbell Union High	Camden Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Morgan Hill Unified	Central High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Fremont Union High	Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High	Foothill High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Gilroy Unified	Mt. Madonna High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara Unified	New Valley Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High	Pegasus High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	East Side Union High	Phoenix High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara Unified	Santa Clara Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara County Office of Education	Santa Clara County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara County Office of Education	Santa Clara County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Santa Clara County Office of Education	Santa Clara County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Clara	Oak Grove Elementary	The Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Santa Cruz City High	Costanoa Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Pajaro Valley Unified	New School Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Pajaro Valley Unified	Renaissance High Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Santa Cruz County Office of Education	Santa Cruz County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Santa Cruz County Office of Education	Santa Cruz County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Santa Cruz	Santa Cruz County Office of Education	Santa Cruz County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta County Office of Education	Shasta County Independent Study Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Anderson Union High	Anderson Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Burney Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Burney Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta County Office of Education	Career Pathways to Success Community School	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Cascade Union Elementary	Cascade Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Columbia Elementary	Columbia-East Valley K-6 Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta Union High	Enterprise Plus	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Shasta	Fall River Joint Unified	Fall River Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Fall River Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta Union High	Foothill Plus	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta Union High	Freedom High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Gateway Unified	Gateway Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Gateway Unified	Great Partnership Special Education Consortium	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Happy Valley Union Elementary	Happy Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Gateway Unified	Mountain Lakes High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Mountain View High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Mt. Burney Special Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Anderson Union High	North Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Enterprise Elementary	PACE Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta Union High	Pioneer Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Redding Elementary	Redding Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta County Office of Education	Shasta County Juvenile Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta County Office of Education	Shasta County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Shasta Union High	Shasta Plus	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Shasta	Fall River Joint Unified	Soldier Mountain High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sierra	Sierra County Office of Education	Sierra County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sierra	Sierra-Plumas Joint Unified	Sierra Pass (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Butte Valley Unified	Cascade High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Yreka Union High	Discovery High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Dunsmuir Joint Union High	Dunsmuir Joint Union High Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Scott Valley Unified	Etna Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Siskiyou County Office of Education	J. Everett Barr Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Siskiyou Union High	Jefferson High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Montague Elementary	Montague Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Butte Valley Unified	Picard Community Day Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Scott Valley Unified	Scott River High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Scott Valley Unified	Scott Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Siskiyou County Office of Education	Siskiyou County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Siskiyou Union High	South County Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Yreka Union Elementary	Yreka Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Siskiyou	Yreka Union High	Yreka Union High Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Benicia Unified	Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Vacaville Unified	Country High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Solano County Office of Education	Division of Unaccompanied Children's Services (DUCS)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Dixon Unified	Dixon Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Fairfield-Suisun Unified	Fairfield-Suisun Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Vallejo City Unified	John Finney High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Benicia Unified	Liberty High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Dixon Unified	Maine Prairie High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Fairfield-Suisun Unified	Sem Yeto Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Solano County Office of Education	Solano County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Solano County Office of Education	Solano County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Solano County Office of Education	Solano Juvenile Detention Facility	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Travis Unified	Travis Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Travis Unified	Travis Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Solano	Vallejo City Unified	Vallejo Education Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Windsor Unified	Bridges Community Based School, North County Conso	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Geyserville Unified	Buena Vista High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Petaluma Joint Union High	Carpe Diem High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Sonoma Valley Unified	Creekside High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Petaluma Joint Union High	Crossroads	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Cloverdale Unified	Eagle Creek	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Cotati-Rohnert Park Unified	El Camino High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Gravenstein Union Elementary	Gravenstein Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Cloverdale Unified	Johanna Echols-Hansen High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	West Sonoma County Union High	Laguna High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Sonoma	Santa Rosa High	Lewis Opportunity	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Healdsburg Unified	Marce Becerra Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Rincon Valley Union Elementary	Redwood Consortium for Student Services	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Santa Rosa High	Ridgway High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Petaluma Joint Union High	San Antonio High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Sonoma County Office of Education	Sonoma County Alternative Education Programs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Sonoma County Office of Education	Sonoma County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Sonoma County Office of Education	Sonoma County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Petaluma Joint Union High	Sonoma Mountain High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	West Sonoma County Union High	West Sonoma County Consortium	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	Windsor Unified	Windsor Oaks Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sonoma	West Sonoma County Union High	WSCUHSD Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Turlock Unified	Fusion Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Riverbank Unified	Adelante High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Ceres Unified	Argus High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Patterson Joint Unified	Del Puerto High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Hughson Unified	Dickens (Billy Joe) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Oakdale Joint Unified	East Stanislaus High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Newman-Crows Landing Unified	Foothill Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	John B. Allard	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	Petersen Alternative Center for Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Modesto City High	Robert Elliott Alternative Education Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Turlock Unified	Roselawn High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Waterford Unified	Sentinel High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	Stanislaus Alternative Charter	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	Stanislaus County Institute of Learning	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	Stanislaus County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Stanislaus County Office of Education	Stanislaus County West Campus	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Hughson Unified	Valley Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Stanislaus	Newman-Crows Landing Unified	West Side Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sutter	Yuba City Unified	Albert Powell Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sutter	Sutter Union High	Butte View High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sutter	Sutter County Office of Education	Feather River Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sutter	Sutter County Office of Education	Sutter County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Sutter	Live Oak Unified	Valley Oak Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Antelope Elementary	Antelope Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Corning Union High	Centennial Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Corning Union Elementary	Columbia Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Evergreen Union	Evergreen Community Day (5-8)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Evergreen Union	Evergreen Community Day K-5	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Lassen View Union Elementary	Lassen View Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Los Molinos Unified	Los Molinos Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Red Bluff Union Elementary	Red Bluff Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Red Bluff Union Elementary	Red Bluff Community Day K-5	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Red Bluff Joint Union High	Salisbury High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Tehama County Department of Education	Tehama County Juvenile Justice Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tehama	Tehama County Department of Education	Tehama County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity County Office of Education	California Heritage YouthBuild Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity Alps Unified	Alps View High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Southern Trinity Joint Unified	Mt. Lassic High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity County Office of Education	Trinity County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity County Office of Education	Trinity County Juvenile Hall	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity County Office of Education	Trinity County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Trinity Alps Unified	Trinity River Elementary Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Trinity	Mountain Valley Unified	Valley High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare	Accelerated Charter High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Porterville Unified School District	Butterfield Charter High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Visalia Unified	Charter Alternatives Academy	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Stone Corral Elementary	Crescent Valley Public Charter	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard

Tulare	Cutler-Orosi Joint Unified School District	Esperanza High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Porterville School Unified District	Prospect Education Center	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare Joint Union High School District	Sierra Vista Charter High School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Woodlake Unified	Bravo Lake High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Pleasant View Elementary	Buena Vista Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Burton Elementary	Burton Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Porterville Unified	Citrus High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare Joint Union High	Countryside Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Cutler-Orosi Joint Unified	Cutler-Orosi Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Farmersville Unified	Deep Creek Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Earlimart Elementary	Earlimart Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Exeter Unified	Exeter Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Lindsay Unified	John J. Cairns Continuation	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Exeter Unified	Kaweah High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Lindsay Unified	Lindsay Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Cutler-Orosi Joint Unified	Lovell High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Visalia Unified	Sequoia High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Dinuba Unified	Sierra Vista High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare County Office of Education	Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Strathmore Union Elementary	Strathmore Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare City	Tulare City Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare County Office of Education	Tulare County Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare County Office of Education	Tulare County Court	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare City	Tulare Support	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Tulare Joint Union High	Tulare Technical Preparatory High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Alpaugh Unified	Tule Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Porterville Unified	Vine Street Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare	Woodlake Unified	Woodlake Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tulare County Office of Education	Tulare County Office of Education	La Sierra Charter High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Sonora Union High	Dario Cassina High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Tuolumne County Superintendent of Schools	Gold Ridge Educational Center	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Summerville Union High	Long Barn High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Big Oak Flat-Groveland Unified	Moccasin Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Columbia Union	Springfield Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Tuolumne County Superintendent of Schools	Tuolumne County Cal-SAFE Program	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Tuolumne County Superintendent of Schools	Tuolumne County Community/ISP	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Tuolumne	Tuolumne County Superintendent of Schools	Tuolumne County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Fillmore Unified	Heritage Valley Independent Study	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Vista Real Charter High	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Simi Valley Unified	Apollo High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ojai Unified	Chaparral High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Moorpark Unified	Community High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Conejo Valley Unified	Conejo Valley High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Oxnard Union High	Frontier High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Gateway Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Oak Park Unified	Oak View High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura Unified	Pacific High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Phoenix	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Providence	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Santa Paula Unified	Renaissance High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Fillmore Unified	Sierra High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Triton Academy	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Ventura	Ventura County Office of Education	Ventura County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Woodland Joint Unified	Cache Creek High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Yolo County Office of Education	Cesar Chavez Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Yolo County Office of Education	Dan Jacobs	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Washington Unified	Evergreen Elementary	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Washington Unified	Evergreen Middle	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Davis Joint Unified	King (Martin Luther) High (Continuation)	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard

Yolo	Esparto Unified	Madison Community High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Winters Joint Unified	Wolfskill High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Woodland Joint Unified	Woodland Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Yolo County Office of Education	Yolo County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yolo	Washington Unified	Yolo High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Yuba County Office of Education	Yuba County Career Preparatory Charter School	DASS Application	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Yuba County Office of Education	Harry P B Carden	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Marysville Joint Unified	Marysville Community Day	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Marysville Joint Unified	South Lindhurst Continuation High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Yuba County Office of Education	Thomas E. Mathews Community	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Wheatland Union High	Wheatland Community Day High	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard
Yuba	Yuba County Office of Education	Yuba County Special Education	School Ownership Code	Fall 2017 Dashboard	Fall 2019 Dashboard